

# **Kurdish Basic Course**

## **Dialect of Sulaimania, Iraq**

By  
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and  
**Ernest N. McCarus**

**Ann Arbor**  
**The University of Michigan Press**

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## PREFACE

In 1960, the Office of Education (Department of Health, Education, and Welfare) proposed that Ernest N. McCarus, Associate Professor of the Department of Near Eastern Languages and Literatures at The University of Michigan and a recognized authority in Kurdish, begin the preparation of a Basic Course and a series of graded Readers for the instruction of students in that language. In the subsequent contracts between the Office of Education and the University, Professor McCarus was designated "Principal Investigator."

With the hearty cooperation of the Ministry of Education of the Republic of Iraq, Professor McCarus obtained for two years (1960-1962) the services of a native Kurdish scholar, originally of Sulaimania, Iraq, Mr. Jamal J. Abdulla, then teaching (and currently Lecturer) in the Higher Institute of Languages of the University of Baghdad. Mr. Abdulla became Co-editor of the majority of the volumes produced under the contracts, selected most of the articles chosen for analysis, and under the supervision of Professor McCarus prepared for them the accompanying exercises and drills. The Department and the University hereby expresses its sincere gratitude to the Iraqi Ministry of Education and the University of Baghdad for making possible this advantageous collaboration.

The Department and the Editors also give special recognition to Mrs. Jannat Sirous Balandgray, a Persian and herself a student of Kurdish, who provided significant assistance in the editorial preparations and the overall format.

The Department of Near Eastern Languages and Literatures is proud that one of the permanent members of its instructional and research staff, Professor McCarus, has thus brought to successful completion a series of volumes devoted to the study of a language, Kurdish, which (though spoken by a substantial number of people in the Near East) has received comparatively little attention hitherto in the United States.

Ann Arbor, Michigan  
August 31, 1966

George G. Cameron,  
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Eastern Languages and Literatures



## INTRODUCTION

This Kurdish Basic Course is one of a series of books prepared for the instruction of Iraqi Kurdish:

1. Jamal Jalal Abdulla and Ernest N. McCarus, Kurdish Basic Course. (Dialect of Sulaimania, Iraq), University of Michigan Press, 1967.
2. Jamal Jalal Abdulla and Ernest N. McCarus, Kurdish Readers. Vol. I, Newspaper Kurdish. University of Michigan Press, 1967.
3. Jamal Jalal Abdulla and Ernest N. McCarus, Kurdish Readers. Vol II, Kurdish Essays, University of Michigan Press, 1967.
4. Jamal Jalal Abdulla and Ernest N. McCarus, Kurdish Readers. Vol. III, Kurdish Short Stories, University of Michigan Press, 1967.
5. Ernest N. McCarus, A Kurdish-English Dictionary (Dialect of Sulaimania, Iraq), University of Michigan Press, 1967.

The Basic Course follows the audio-lingual approach in teaching the phonology, basic structure, and useful vocabulary of the speech of the educated native of Sulaimania, Iraq. The writing system and an introduction to written Kurdish are also included; there are also tapes to accompany the lessons. The Kurdish Readers assume mastery of the contents of the Basic Course and provide readings in three prose genres; and the Dictionary includes all the vocabulary of the first four items as well as additional vocabulary found in recent Kurdish publications or used by natives of Sulaimania in their day-to-day conversation.

\* \* \*

This Kurdish Basic Course contains three parts: Part I, Phonology introduces and classifies the consonants and vowels of Sulaimania Kurdish, and includes contrastive drills on the most difficult consonants. Part II, Spoken Kurdish presents the language of the educated native of Sulaimania, with each lesson based on a dialog. Part III, Written Kurdish introduces the Kurdish writing system as used currently in Iraq, and includes a transition from spoken to narrative prose. Finally, the Index affords ready access to all grammatical, phonological and other discussions in the book, performing the function of a reference grammar adequate to the needs of the language covered herein.

These parts will now be more fully described.

Part I provides both a technical identification and an informal description of the phonemes, together with eight drills on difficult consonants. These drills, which assume the presence of a model native speaker, may be completed before Part II is begun or may be used concurrently with it.

Other aspects of pronunciation, such as intonation and stress, are treated in the Notes of Part II (see Index).

Part II emphasizes control of the phonology, the fundamental grammatical structures, and limited but basic vocabulary. On mastering the thirteen lessons of Spoken Kurdish the student is able to carry on a conversation in Kurdish within a controlled range of subjects. Each lesson consists of the following sections: A. Basic Sentences, a dialog on a given topic, to be memorized or "over-learned" by the student. The sentences include the most important syntactic patterns and introduce vocabulary in meaningful contents; they later serve as the basis for extensive drill. The individual words and phrases of a sentence are introduced through build-ups, where the literal or denotative meaning of the word in isolation is given. When the word is then repeated in a larger context, a good English translation is given for the sentence as a whole, highlighting the lexical vs. the constructional meaning of the word. Once the sentences have been mastered, the resumes at the end of the section can be used for drilling. B. Additional Vocabulary supplies words related to those in section A to facilitate the coming drills. Section C, Notes explains inductively the structures which have been learned in the Basic Sentences; stylistic, cultural, and other items are treated as well. The grammatical notes are cumulative, making page reference to previous treatment of the item in question and incorporating the previous information. Following the review dialog after Lesson Five is a cumulative summary of matters of pronunciation (stress) and grammar (inflections and functions of nouns and of present tense verbs). D. Exercises are designed to drill vocabulary, sentence and phrase patterns, and particular morphological features, especially those covered in the Notes of the lesson in question.

Part III, Written Kurdish introduces the Kurdish writing system as used today in Iraq as well as a transition from conversational to literary Kurdish. The forms and the values--both ideal and actual--of the alphabet are given in contrast with those of Arabic and Persian. The dialogs of Part II are now repeated in Kurdish script for reading practice. Lesson 14 through 16, which range from conversational to semi-literary, are presented solely in Kurdish script. Finally, Lesson 17 is an anecdote about the famous Mulla Nasr al-Din in strictly narrative style. On completion of this lesson the student is ready to begin the Kurdish readers referred to on page v.

Part III may be used after completion of Part II, or concurrently with it, at the discretion of the user. It may alternatively be used concurrently with Newspaper Kurdish (Vol. I of the Readers), which also has exercises for classroom use.

E. N. M.

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## **Part I**

### **PRONUNCIATION**



## KURDISH BASIC COURSE:

## PRONUNCIATION

The following are phonemic charts of the consonants and vowels of Kurdish:

## CONSONANTS

	bi- labial	labio- dental	dental	velar- ized alveo- lar	alveo- palatal	velar	post velar	pharyn- geal	glottal
Stops vl vd	p b		t d		č j	k g	q		ʔ
Fricatives vl vd		f v	s z	s z	š ž		x ɣ	h ʕ	h
Nasals	m		n			ŋ			
Later- als			l	ɭ					
Flaps, Trills					r r̥				
Semi- conson- ants					y	w			

Of these, p b t d j k g f v s z h m n y w are familiar symbols which have roughly the same value in both English and Kurdish. Note that each symbol represents one consonant only, so that s is always voiceless (as in sun, base) and g is exclusively a stop (as in get, gun). Kurdish h, unlike English h, is pronounced at the end of a syllable, as in gumáh 'sin', gumahbár 'sinful'. Kurdish w is unlauded before e, i and r, giving [ɥ] like the u in French cuire. That is, it becomes a high fronted rounded semivowel. Examples: werán 'ruin'; náwi 'his name'; wistin 'to want'.

The symbols č š ž and ŋ are perhaps unfamiliar ones, but they represent consonants common to both English and Kurdish:

- č = ch in church: čon 'how?'
- š = sh in shoe: baš 'good'
- ž = s in pleasure: čož 'day'
- ŋ = ng in sing: maŋ 'month'

Finally, the following symbols, familiar and unfamiliar, represent Kurdish consonants that have no English equivalents, or which fit into different structures, as l and l:

- l 'clear l' as in English leap: gul 'leper'
- l 'dark l' as in English peal: gul 'rose'
- r flapped r as in Spanish pero: brin 'wound'
- ř trilled r as in Spanish perro: břin 'cut'
- s velarized s = Arabic šād شād : sed '100'
- q vl post-velar stop = Arabic qāf ق : qse 'talk'
- x vl post-velar fricative = ch in German ach  
(= Arabic xā? خ ): xənjér 'dagger'
- γ vd post-velar fricative = Arabic γayn غ : bəγá 'Baghdad'
- ħ vl faucalized pharyngeal fricative = Arabic hā? ح : ħewt '7'
- ʕ vd faucalized pharyngeal fricative = Arabic ʕayn ع :  
seréb 'Arab'
- ʔ glottal stop = syllable initials in English oh-oh! ( = Arabic hamza هـ )  
neʔ 'no'

Of the consonants, v and s are very limited in their occurrence; they probably do not occur in more than a few dozen words each, although these particular words may themselves be very common, as ħewvé '17' and sal 'year'.

The consonants may be pronounced double (or long), as ʔoyeše 'it hurts' but ʔeyyeše 'it hurts him'; kelle 'skull'; mrebbe 'jam'.

## VOWELS

Symbol	Phonetic value	Approximately like underlined vowel in English	Example
i	[i:]	be <u>ad</u>	žin 'life'
ɪ	[ɪ]	bi <u>t</u>	wərzíš 'sports'
ĩ	[+]	nurs <u>e</u> s	mĩn 'I'
u	[u:]	mo <u>on</u>	dur 'far'
ʊ	[ʊ]	fo <u>o</u> t	kuř 'boy'
e	[e^:]	da <u>y</u>	ʔemá 'we'
ə	[ə, ɛ]	bu <u>tt</u> , be <u>d</u>	ʔəw 'he', háyə 'there is'
o	[o:]	go <u>ad</u>	řož 'day'
a	[a:]	po <u>d</u>	ʔasmán 'sky'

The vowels i, u, e, o and a are long vowels; that is, they take roughly twice as much time in their production as do the short vowels. Unlike their English equivalents they are pure vowels with no offglide: the vowel in Kurdish žin is [i:] or [ii] while the vowel in English 'bead' is [iy]. Similarly Kurdish u, e, o lack the offglide found in their English analogs, uw, ('shoe'), ey ('they') and ow ('go'). The vowels ɪ and ʊ are very much like their English counterparts. Kurdish ə is like English u in 'butt' when (a) it occurs before w, as ʔəw 'he', ʔéwə 'that'; (b) before y in the same syllable, as in ʔəy 'well!', ʔəyká 'he does it'. When it occurs before i or before y not in the same syllable it is pronounced [ɛ], like the vowel in English 'bed'; e.g., gəyandín 'to convey', asudeí 'comfort'. Otherwise, ə is pronounced someplace in between [ə] and [ɛ] and [æ] (the vowel in English 'hat'), as in ʔəsp 'horse', germ 'hot'. Kurdish ĩ is a high back or high central unrounded vowel [ĩ] or [ɨ]: žĩn 'woman', gĩrtĩn 'to take'.

The vowels ɪ and ʊ do not occur at the end of a word, and ĩ does so only under special circumstances: déstĩ = déstĩt 'your hand'. The long vowels are shortened when they occur unstressed at the end of a word, as háti 'you came', bélku 'perhaps'. The vowel i is replaced by ɪ when followed by y, as čĩ? 'what?' but číyə? 'what is it?'

The unrounded vowel *ĩ* becomes rounded adjacent to *w*, so that *wĩtĩn* and *wutĩn* 'to say' both represent the same pronunciation. The vowel *ĩ* is normally not pronounced when unstressed, unless a "non-permissible" consonant cluster would result. Thus, *šĩt* 'things', *štek-i xóše* 'that's nice!'; *žĩn* 'woman', *žnekém* 'my wife', *sĩnĩf* 'class', *sĩnf-i kurdĩ* 'Kurdish class.' Further, *bĩrá* 'brother' is pronounced *brá*, but spelled with *ĩ* which takes stress as a vocative: *bĩra*. Similarly, *u* is sometimes dropped when unstressed, e.g. *sulemanĩ* = *slemanĩ* 'Sulaimania' and *durĩst* or *drĩst* *ʔeka* 'he constructs.'

The vowels *i* and *u* are normally replaced by *ɪ* and *ʊ* respectively before two consonants, but may be retained in a very careful style of pronunciation, as *nústĩm* (or *nústĩm*) 'I slept' (cf. *ʔenúim* 'I sleep', where only *u* occurs because there is only one consonant following it) and *ʔémwĩst* (or *ʔémwĩst*) 'I wanted it.'

In the following drills, contrastive pairs are given to highlight the features of pronunciation of the more difficult consonants of Kurdish; the meanings are also given to show that mispronunciation can produce quite the opposite effect desired by the speaker. The drills may be used to practice and test both perception and production, whether in the classroom or the language laboratory. They may be used concurrently with the lessons, or they may be presented as a preliminary to Lesson One and reviewed periodically thereafter. This will depend, of course, on the nature of the class and the availability of proper models.

#### Pronunciation Drill 1. *l* and *ɭ*

In English the letter *l* represents two quite different types of sound: (1) before vowels it is a palatal or "clear" *l*, as in *lea*, *life*, *list*, *leaf*, *please*, etc. (2) after vowels it is a velarized (i.e., modified by simultaneously raising the back of the tongue to the soft palate or velum) or "dark" *l*, symbolized here *ɭ*, as in *eel*, *file*, *sill*, *feel*, *felt*, etc. This distinction is completely regular and automatic, so that speakers of English are unaware of the difference. Try, for example, to pronounce the word "feel" with a clear *l* rather than a dark *ɭ*; or try to start a word with a dark *ɭ*, e.g. *Lee*, *let*.

In Kurdish, on the other hand, a word may end in either kind of *l*, with a different meaning for each:

<i>gul</i>	'leper'	<i>gel</i>	'nation'
<i>guɭ</i>	'rose'	<i>geɭ</i>	'groins'

or this contrast may occur in the middle of a word:

<i>kelán</i>	'scabbard'	<i>dílek</i>	'a captive'
<i>keɭán</i>	'to plough'	<i>díleɭ</i>	'a heart'

This contrast does not occur at the beginning of words, where only l occurs, lew 'lip', la 'side'. These l's are called in Kurdish lam-i zəʕíf 'thin l' and lam-i qəléw 'fat l' (=l̤).

PRONUNCIATION DRILL #1:            l   -   l

A.	l	<u>l</u>	
haste	pə <u>l</u> é	pə <u>l</u> é	stain, spot
scabbard	ke <u>l</u> án	ke <u>l</u> án	ploughing, to plough
plan, scheme	pi <u>l</u> án	ʔə <u>l</u> én	they say
sideways	làbə <u>l</u> á	bə <u>l</u> á	calamity
endeavor	təqə <u>l</u> é	qə <u>l</u> á	bastion, fort
rung (of ladder)	p <u>l</u> ə	p <u>l</u> aw	pilaf
skull	ke <u>l</u> lé	ke <u>l</u> ə <u>š</u> ér	rooster
skull	ke <u>l</u> lé	bə <u>re</u> llá	loose
nation	gə <u>l</u>	gə <u>l</u>	groins
leper	gu <u>l</u>	gu <u>l</u>	rose
kohl	kí <u>l</u>	gí <u>l</u>	clods, clumps of earth
lame, cripple	pa <u>š</u> él	pa <u>š</u> el	part of cloak or gown beneath the knees
opportunity	he <u>l</u>	he <u>l</u> gírtín	to pick up
wire	tə <u>l</u>	ta <u>l</u>	bitter
class	po <u>l</u>	ko <u>l</u>	a load, shoulder
elephant	fi <u>l</u>	fe <u>l</u>	a trick
tombstone	ke <u>l</u>	ka <u>l</u>	light(in color); raw (food)
lame, limping	šə <u>l</u>	sa <u>l</u>	year

(water-) birds	mə <u>l</u>	komə <u>l</u>	group, society
		dī <u>l</u>	heart
		de <u>l</u>	bitch
captive	dil	do <u>l</u>	valley, dale
		da <u>l</u>	crow

B. Compare:

dílĭm həyə	'I have some captives'
dī <u>l</u> ĭm həyə	'I have a heart'
gúli	'You are a leper'
gú <u>l</u> i	'You are a rose' (i.e., a wonderful person)

C. Pronounce the following:

jəmál, ʔələmaní, sal, səlamét, mal, maləkán,  
 labəlá, ʔəlém, gul, betél, kəllə, wəlláhí,  
 géle kəs, ləgèl jəmál

Pronunciation Drill 2:      r - ř

English and Kurdish r's are quite different in pronunciation. English r is in reality the vowel [ə] (the u in 'jump') with the tongue tip turned back ("retroflexed"), sometimes with lip rounding. Kurdish r, on the other hand, is a flapped consonant, the tongue tip striking against the alveolar ridge. (This is something like the t in "water" in normal American speech.) The consonant ř is a trill, a rapid succession of flaps.

Of these two consonants - r and ř - only the trill occurs at the beginning of a word, regardless of how the word is spelled. Any place else in the word either variety of r may occur; examples are given in the following lists.

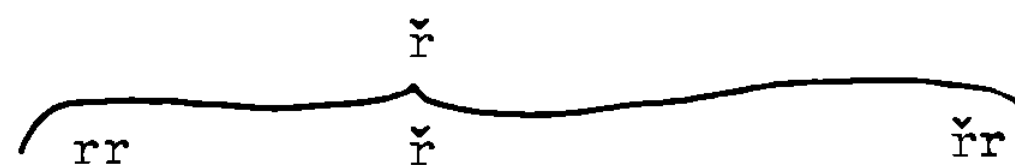
The Kurdish verb can be made passive by giving it the "passive morpheme" -r-, as ʔəzané 'he knows' but ʔəzanré 'he is known.' If the verb stem ends in r, this will give two r's, which will then be pronounced like ř, as ʔəneré 'he sends' - ʔənerré 'he is sent' = ʔəneřé in pronunciation. Thus, the consonant ř can be spelled ř, rr, or řr (or r at the beginning of a word); this is illustrated in Part B of this drill.

PRONUNCIATION DRILL #2:      r - ř

A.	<u>r</u>	<u>ř</u>	
wound	brin	břin	to cut
brother	bírá	bířá	was cut
it has been done	kráwe	kířáwe	it has been bought
take some!	bére	béře	release it!
it is a donkey	kére	kéře	he is deaf
to become loose and fall (seeds, petals, etc.)	wérin	weřín	to bark
it is getting loose	ʔəweré	ʔəweřé	he is barking
we are wildly crazy	hárin	hařín	to grind
it is milk	šíre	šiře	screaming

(name of a tribe)	gorán	gořán	to change
pillow	serín	sĩřín	to rub off
it is a radish	túre	túře	he is morose
he is virile	nére	neře	yelling
throat	gerú	keřú	mold
you are a brooding hen	kíri	kĩří	he bought it
he tore it	dĩrí	dĩři	you are very virile
lamp, lantern	čirá	pĩčřá	was broken (rope, string)
(a kind of pastry)	bĩrmé	pĩřmé	fluttering of the lips (usually horses); to whiffle
stomach, belly	wĩrg	wĩřk	temper tantrum
donkey	ker	keř	deaf
only	her	teř	wet
old	pir	pĩř	full
milk; sword	šir	šĩř	tattered
knowing	fer	deř	line
load	bar	bař	fledgeling; bar

B. r



- |    |        |         |       |         |
|----|--------|---------|-------|---------|
| 1. | ʔeneré | ʔenerré | neře  |         |
| 2. | nére   | nerrábu | neře  |         |
| 3. | ʔekré  |         | ʔekře | ʔekĩřré |
| 4. | ʔebré  |         | ʔebře | ʔebĩřré |

- |    |                          |                    |                       |                  |
|----|--------------------------|--------------------|-----------------------|------------------|
| 1. | he sends                 | he will<br>be sent | (forceful)<br>yelling | -                |
| 2. | he is a male             | he was sent        | (forceful)<br>yelling | -                |
| 3. | it can be done           | -                  | he buys               | it can be bought |
| 4. | it will be<br>taken away | -                  | he cuts               | it can be cut    |

Pronunciation Drill 3: k

English k has various points of articulation, depending on the following vowel. Note the position of the consonant k in the following words: key, cake, cool, caught; it is pronounced far forward in the mouth (in "palatal" position) before ey, but rather back in the mouth (and with the back of the tongue) before au. This is true of Kurdish k as well; however, before the "palatal" vowels or consonants i, ɪ, e, y and the combination we (where w represents an unlauted ü; see page 3), k is palatalized. That is, k is pronounced with an unusually large burst of air; indeed, to the untrained ear, palatalized k sounds like č, so that pékek 'a glass of liquor' and péček 'a turning, a fold' sound the same.

To summarize, k is palatalized (symbolized k<sup>y</sup>) only in the following contexts: ke, ki, kɪ, kwe, kwi, ky. Thus, the k in čak 'good' is plain velar; it becomes palatalized with the addition of any of the following suffixes: -i 'you are', -ek 'a', -yan 'they.'

Part A contrasts plain and palatalized k; Part B contrasts palatalized k and č.

PRONUNCIATION DRILL #3: k

A.	[k]	[k <sup>y</sup> ]	
1. <u>e - e</u>	<u>kə</u>	<u>ke</u>	
When	kə	ke	'Who?'
When?	kəy	ke	Who?
When is it?	kéyə	kéyə	Who is it?
It is the tea.	čakéyə	təkéyə	It is a mosque.
It is a bouquet.	čépke	čépke	one bouquet
It is a quarter (of town).	geřéke	geřéke	a quarter (of town)
It is a loom.	xəréke	xəréke	a loom
one by one	yəkéyəkə	yékekə	It is one

She is a bride.	búke	búke	a bride
It is one.	yóke	yóke	one, someone
He falls.	ʔekəwé	lə kéwə	Who from?
When did he come?	kéy hat	ké hat	Who came?
When is the exam?	ʔimtihán kéyē	ʔém kuřě kéyē	Who is this boy?
This is the tea.	ʔəmé čakéyē	ʔémə təkèyē	This is a mosque.
bouquets of flowers	čépke gúl	čépke gúl	bouquet of flowers
this quarter	ʔém gəřəkè	gəřékek-i xóš	a pleasant quarter

## 2. a - e

	<u>ka</u>	<u>ke</u>	
hay	ka	ke	'Who?'
scabbard, sheath	kalán	kelán	scabbard, sheath
elder brother (title of respect)	kak	kek	cake
Which one?	kam	kem	pus
light (in color)	ka <sub>l</sub>	ke <sub>l</sub>	grave-stone

## 3. ĩ - i

	<u>kĩ</u>	<u>ki</u>	
hairy	tukín	mumkín	possible
dirty	čĩlkín	mumkín	possible
This boy is hairy.	ʔém kyřě tukíne	ʔém ʔĩšě mumkíne	This work is possible (to be done).
This man is dirty.	ʔəm pyəwə čĩlkíne	ʔém ʔĩšě mumkíne	This work is possible.

4. <u>ĩ - i</u>	<u>kĩ</u>	<u>ki</u>	
I am well.	čákĩm	čáki[t]	You are well.
They are well.	čákĩn	čákin	We are well.
girl	kĩč	kiž	girl
digging (noun)	kĩńó	kinó	malice
They are clean.	pákĩn	pákin	We are clean.
They are small.	pĩčúkĩn	pĩčúkin	We are small.
5. <u>wa - we</u>	<u>kwa</u>	<u>kwe</u>	
Where is it?	kwa	kwe	Where?
complaint	šekwá	ʔeskwé	ladle
Where is the boy?	kwá kuřėke	lə kwé danišin	Where shall we sit?
Don't complain.	šekwa méke	ʔemé ʔeskwéye	This is a ladle.
6. <u>ø - i</u>	<u>k</u>	<u>ki</u>	
a market	bazárek	bazárek-i báš	a good market
a house	málek	málek-i tazé	a new house
a valley	dólek	dólek-i jwán	a beautiful valley
a mountain	šáxek	šáxek-i bérz	a high mountain
girl	kĩč	kĩček-i jwan	a beautiful girl
loom(s)	xerék	xerék-i héye	He has a loom (or looms).

7. <u>ø - y</u>	<u>k</u>	<u>ky</u>	
shop	dukán	herdúkyan	both of them
the sons	kuřekán	kúřekyan	one of their sons
these brides	ʔəmbukanə	búkyan di	they saw a bride
the knives	čəqokán	čəqóyekyan	They have a knife.
boar (male)	yəkané	həyə yékekyan	one of them
with the friends	ləgəl bīraḏərekán	ləgəl bīraḏérekya	with a friend of his

B.	<u>č</u>	[ <u>kʸ</u> ]	
It is China	čínə	kínə	malice
he will go to	ʔəčéte	-kéte	who + you
a fold, bend, turn	péček	pékek	a glass of liquor
anything, whatever	herčí	herkí	Herki (tribe)
This is China.	ʔéme čínə	kínə baž níye	Malice is not good.
He goes home.	ʔəčéte małəwə	ləgəl kéte	Whom are you talking to?
There is a turn here.	péček həyə ləre.	pékek bīxorəwə	Have a shot (of liquor).
Whatever is in Arbil is all-right.	herčí lə həwlér be baše.	herkí lə həwlér ʔəžin	The Herki Tribes live in Arbil.

### C. Drills

	a	b	c	d	e
1. Model:	<u>buk</u>	<u>búke</u>	<u>bukəkə</u>	<u>búkek</u>	<u>búkekə</u>
	kak				<u>búkek-i</u> jwán
	kek				

přčúk

řunák

gəřók

čarók

čəpík 'bouquet'

dayk

bawk

2. Pronounce the following:

lə kwéyə, ʔəkeším, kəlwán, kwer, tukín, mumkín,  
kwerəwarí, cakí, kəwt, kew, búkə, kelǵé, ʔəmərikí,  
kerd, kwexá, búkəkè, búkek

Pronunciation Drill 4: g

Kurdish g is like Kurdish k: it is palatalized when it is immediately followed by i, ī, e, y, or we. Palatalized g sounds very much like j to the native speaker of English, and only with practice can one learn to control the difference. In the following drills, Part A contrasts plain and palatalized g, and Part B contrasts j and palatalized g.

PRONUNCIATION DRILL #4: g

A. [g] - [gʲ]

1. e - e                      ge                      ge

leper                      geř                      geř                      crippled; lame

to return, come back      geřanewé              geřanewé              to relate, tell

It is a suit.              bérge                      bérgek                      a suit

He is a bey.              bégé                      bégék                      a bey

It is a dog.              sége                      ségek                      a dog

people; nation              gel                      gel                      stupid; doltish

ʔém sege gére  
This dog is leprous.

ʔém kuře gére  
This boy is lame.

ʔém bergém kīřī  
I bought this suit.

bérgekīm kīri  
I bought the suit.

ʔéme ʔeli bégé  
This is Ali Bey.

bégék hat  
A bey came.

ʔém sege jwáne  
This dog is pretty.

ségek-i jwane  
It is a pretty dog.

gél-i kurd  
Kurdish nation

ʔém kuře géle  
This boy is stupid.

2. i - i

gĩ

gi

flame

gĩř

gir

tight-fisted

Take it!

hólgĩre

hólgira

It was taken away.

felt

bergín

bérg-i nwé

new suit

sullen

gĩřž

gíze

sound of the simmering  
of water, sound pro-  
duced such

large-bellied  
person

wĩrgín

wĩrg-i  
gėwre

a large belly

ʔém gĩře súre

This flame is red.

ʔəm pyawe gire

This man is tight-fisted.

kĩtebəkə hólgĩre

Pick up the book.

kĩtebəkə helgira

The book was picked up.

ʔémpaywe bergín ʔəkře

This man is buying felt.

ʔémpyawe berg-i nwe ʔəkře

This man is buying a new  
suit.

gĩřž mébe

Don't be morose.

ʔém gizəgizə číye?

What is this mumbling?

ʔeme wĩrgíne

This person is fat (has a  
pot belly).

wĩrg-i gėwre bař niye

A pot belly is not good.

bakə givé-i ye[t]

The wind is whistling.

xoy gir kird

He is puffing himself up.

3. wa,o - we

you mean to say...

gwáye

gwéye

It is an ear.

Mt. Goyzha

goyžé

gwéze

They are nuts.

witness

gwahí

gwét le  
radyóbu?

Did you hear the  
radio?

B.	<u>/j/</u>	<u>/gy/</u>	
Then, therefore	ja	gya	grass
separate; different	jya	gya	grass
figs	hənjír	hergíz	never
they are different	jyan	gyan	soul
instead of you	lə jyát-i to	bə gyán-i to	by your soul
pretty	jwan	gwe	ear
Jew	juleké	gwelák	face

bə jya daʔənišin  
We sit separately .

gya zóre lere  
There is lots of grass  
here.

ʔəmane gyán  
These are separate.

wíti gyán  
He said, "Dear."

lə gyát-i tó ʔəčím  
I'll go instead of you.

bə gyàn-i tó ʔəčím  
By your soul I'll go.

C. Pronounce the following:

bərgéké; bérgeke; ja, gya, jya; gwem lə gwež kəwt;  
bə gyàn-i tó; gwelák-i jwan; ləgəl bəgek hat; gwem lə  
gwéž kəwt.

Pronunciation Drill 5:                    γ

The consonant γ, called γén in Kurdish is a voiced velar fricative. The easiest way to pronounce it is to gargle (without water). It contrasts with the stop g (γ is a fricative) and with the voiceless velar fricative x (it is voiced). Parts A and B respectively take up these contrasts below. In a few words, either x or γ may occur without changing the meaning, as bax or bay 'garden'; perđax or perđáy 'a glass'.

PRONUNCIATION DRILL #5:                    γ

A.

	<u>g</u>	<u>γ</u>	
cattle	garán	γar	gallop
game	gamé	γem	grief
dust	gerd	γeríb	stranger; foreigner
crippled	geř	γer	except
glittering	geř	γeř	cheating
pretext	geř	γerb	the West
bite	gez	γeznedár	treasurer
a lot of	gélek	γelét	mistake, error
care, heed	ʔagá	ʔayá	agha
he doesn't arrive	nága	bínayá	foundation
your dog	səgekát	səγlét	distressed
he understands	téʔega	tiγeké	the dagger
dog	səg	say	not broken

B.	<u>x</u>	<u>γ</u>	
uncle	xal̲	γar	gallop
grief	xəm	γəm	grief
dates	xurmá	γumár	fog; dust
house	xanú	γunčé	rose-bud
good (n.)	xer	γer	except
bad	xrap	γerb	the West
It is a garden.	báxə	bəγá	Baghdad
oh!	ʔax	ʔaγá	ahga
the garden	baxəké	baγəké	the garden
mountain	šax	šay	not broken
garden	bax	bay	garden
a glass	pərdáx	pərday	a glass
stuffed cabbage leaves	yəpráx	qonáy	stage (of a journey)

Pronunciation Drill 6:      h

English and Kurdish h are pretty much alike, the main difference being the Kurdish h is pronounced at the end of a syllable, as in gumáh 'sin'. Kurdish h contrasts with this h and also with Kurdish x (which is similar to the ch of German nacht). In pronouncing h the walls of the throat (the faucal columns) are greatly tensed. This produces a much greater friction than is the case with h; yet h does not have the quite audible friction of x.

PRONUNCIATION DRILL #6:

A.	<u>h</u>	<u>h</u>	
ʔ (glottal stop)	həmzé	<u>h</u> əmzé	Hamza (name)
corridor (in a house)	həywán	<u>h</u> əywán	animal
multi-	hemé	<u>h</u> emé	Muhammad
thus	herwá	<u>h</u> elwá	halvah; candy
each, every	hemí	<u>h</u> emál	porter
Arbil	hewlér	<u>h</u> ewt	seven
sober	hušyár	<u>h</u> uštír	camel
he came	hat	<u>h</u> aji	pilgrim (to Mecca)
hope	hiwá	<u>h</u> izb	party (politics)
the reason	boké	hoqé	huqqa (2.8 pounds)
opportunity	həl	<u>h</u> al	state, condition
thousand	hezár	<u>h</u> ezʔeka	he wants
engineer	muhendís	muhérém	Muharam (name of month)

important	muhím	řehím	Rahim (name)
he permits	ʔehel <sub>é</sub>	ʔehelené	he neighs
sin	gumáh	siftáh	first sale (of the day)

B.	x	<u>h</u>	
dream	xəw	<u>h</u> əwt	seven
maternal uncle	xal <sub>l</sub>	<u>h</u> al <sub>l</sub>	state, con- dition
land, soil	xak	<u>h</u> əq	right (n.)
the sister	xuškək <sub>é</sub>	<u>h</u> uštír	camel
that cloud	ʔəwhəwr <sub>é</sub>	ʔəwh <sub>h</sub> əwz <sub>é</sub>	that pool
don't pull!	méxə	məhkém	strong, solid
sorrow	dax	siftáh	first sale (of the day)
stuffed cabbage leaves	yəpráx	fə <sub>t</sub> áh	Fattah (name)

C. Pronounce the following:

həw<sub>l</sub> ʔədem, həwt, həz nákem, həlwá, xuškəkét, təzbíh,  
 həzár hızb, behár, zəhmét, həq, ʔəhməd, ʔaxudáx,  
 háji baba, mīhemméd, xúle, xwa hafíz

# Pronunciation Drill 7:           ʔ   /   ʕ

Glottal stop ʔ exists in English, but it does not affect the meaning of words. It can be heard in expressions as "oh! oh!" (ʔóʔò); "I said he's an ice man" (an ʔice man). In Kurdish it is a consonant phoneme like p, t, k, etc. Thus, neʔ means 'no' while ne means 'neither'.

Glottal stop ʔ contrasts with the consonant ʕ (called sen in Kurdish). ʕ is, in essence, the vowel in 'cot' (in phonetic symbols, [a] or [ʌ]) produced with faucalization. That is, as one says [a] the faucal columns (the walls of the pharynx near the tonsils) are tensed up (as happens when one gags) and the [a] comes out a growl, as it were. Both ʔ and ʕ may occur in all positions of the word, although they are rare at the end of the word. Some words show a fluctuation between ʔ and ʕ as ʔerz or ʕerz 'earth' and ʔasmán 'sky', rarely ʕasmán. Since contrastive pairs are rare, Part A lists examples of glottal stop; Part B, of sen; and Part C presents a few contrastive pairs.

## PRONUNCIATION DRILL #7:

A.           ʔ		B.           ʕ	
ʔax	oh! alas!	ʕáyb	shame
ʔagá	care, heed	ʕóbò	abaya
ʔayá	agha	ʕentiqó	antique
ʔasmán	sky	ʕisé	Jesus
ʔamánj	target, goal	ʕiseí	Christian
ʔislám	Islam	ʕurf	common custom
ʔemarét	emirate	ʕadét	custom, tradition
ʔitír	then	ʕalém	world, people
ʔeʔawsé	it becomes swollen	ʕamr	age (years)
néʔehat	he wasn't com- ing	ʕési	studying hard

némʔəzani	I didn't know (that)	səʔát	hour; clock
bəʔiʃí	unemployment	məʔná	meaning
ʔémʔišanè	these activities	təʔlíq	comment(ary)
ʔaxíruʔoxír	towards the end of	məʔáš	salary
qurʔán	the Koran	məʔqúl	reasonable
təʔríx	date; history	məʔdén	metal
məʔmúr	civil servant	yaʔní	it means; i.e.
tkáʔəkəm	I beg of you	məʔʔəm	restaurant
néʔ	no!	muraʔəʔé	review

C.

ʔ

ʔ

earth

ʔərz

ʔərz

earth

peace

ʔaʃtí

ʔásti

his place

D. Pronounce the following:

məʔmúr məʔnəy číyə? məʔʔəm-i ʔayá; ʔesta səʔət číyə?

səʔi zor néʔəkírd; muraʔəʔə məʔqúl níyə.

# Pronunciation Drill 8:

q

Kurdish q is a post-velar or uvular stop produced by touching the back of the tongue to the uvula. Unlike k, its position of articulation is not affected by the following vowel. The word xé<sub>l</sub>iq 'people' also is commonly pronounced xé<sub>l</sub>ik.

## PRONUNCIATION DRILL #8:

A.	k	q	
straw	ka	qa	ha!
time	kat	qat	story
slough	kaž	qaz	goose
electricity	karəbá	qarəmán	hero
barn	kawán	qawé	coffee
gloomy	kǐz	qǐž	hair (of head)
boy	kuř	quř	mud
slice	kut	qutu	box
When did he send it?	kéy nardi	qəy náka	It doesn't matter.
waist	kəmér	qumár	gambling
stain	laké	laqé	a kick
to shake	šikanín	šeqám	road, street
mixture	tekél	təqél	a stitch
clean	pak	paqlé	broad beans
to kick	təkán	təqán	to burst
weapon	ček	čeq	stick

lamb	šək	šəq	a kick
straight	řek	řəq	hard
bride	buk	buq	bugle, horn
people	xə́l̩k	xə́l̩q	people

B. Pronounce the following:

qəlá, kíláš, čəqó, čəqél̩, qurʔán, qurbán, bərqiýé,  
qəy náka, snuqek-i pák, be taqétim, fərq-i níyə, lam-i  
qəléw, to xəl̩q-i kwéy? řəfiqəkét kéyə?



## **Part II**

### **SPOKEN KURDISH**



## Lesson I

### A. Basic Sentences

dərs-i yəkém

First Lesson

lə suləymaní

In Sulaimaniya

řóž

day

báš

good

řóž baš

good morning or good  
afternoon

b. 1. řóž baš. (F)

Good morning!

d. 2. řóž baš. (R)

Good morning!

mín

I

ʔəmerikí

American

ʔəmerikím

I am an American

mín ʔəmerikím

I am an American

náw

name

náwim

my name

bábe

He/it is Bob.

nawim bábe

My name is Bob.

b. 3. mín ʔəmerikím. náwim  
bábe.

I'm an American. My name  
is Bob.

xér

well-being, blessings

béyt

that you come (sg.)

bə xér beyt. (F)

Welcome!

daré

Dara (P.N.)

daráyə

he/it is Dara

nawim daráyə

My name is Dara.

d 4. mĩniš nawĩm daráye.  
be xér beyt. mĩniš  
nawĩm daráye.

And my name is Dara.  
Welcome! My name is Dara.

metɕém  
metɕémek  
čĩmetɕemek  
lerəwə  
nĩzík  
nĩzíkə  
lerəwə nĩzíkə  
b 5. čĩmetɕemek lerəwə  
nĩzíkə?

restaurant  
a restaurant  
what restaurant?  
from here  
near  
he/it is near  
he/it is near here  
What restaurant is near  
here? (=Where's the  
closest restaurant?)

wá bzanĩm  
sirwán  
metɕəm-i sirwán  
zór  
bašə  
zór bašə  
zór bašəw nĩzíkə  
wà bzanĩm zór bašəw  
nĩzíkə  
metɕəm-i sirwán zór  
bašəw nĩzíkə.

I believe, I guess, as  
far as I know  
Sirwan (name of a river)  
The Sirwan Restaurant  
very  
he/it is very good  
it is very good  
It is very good, and it's  
close-by.  
I believe it's very good,  
and it's close-by.  
The Sirwan Restaurant is  
very good, and it's  
close-by.

d 6. wà bzanĩm metɕəm-i  
sirwán zór bašəw  
nĩzíkə.

I believe the Sirwan  
Restaurant is very good,  
and it's close-by.

	lə kwé lə kwéyø	where? in what place? Where is it?
b: 7.	mətsəm-i sirwàn lə kwéyø.	Where is the Sirwan Restaurant?
	ɤwətá là-i bazár bazareké là-i bazareké là-i bazarakéyø	there it is beside, next to market, bazaar the market next to the market It is by the market.
d: 8.	ɤwətà la-i bazarekéyø.	There it is, by the market.
	ɤý ɤutél ɤutèl-i bás héyø lə kwé héyø	well, well then hotel good hotel there is, there are where is there . . . ?
b: 9.	ɤý ɤutel-i bás lə kwé héyø.	Well now, where is there a good hotel?
	ɤutélek ɤutélek-i bás ɤutélek-i bás héyø mətsəméké la-i mətsəméké	a hotel a good hotel There is a good hotel. the restaurant next to the restaurant
d: 10.	ɤutélek-i bás la-i mətsəméké héyø.	There is a good hotel next to the restaurant.
	məmnún təšəkkúr ɤékəm təšəkkúr ɤəkəm	obliged, grateful thanks I do; I make I thank

	məmnún, tešekkúr ʔekəm.(F)	Much obliged, thank you.
	xwá	God
	hafíz	protector, preserver
	xwá hafiz	goodbye
b:	11. məmnún, tešekkúr ʔekəm.	Much obliged, thank you.
	xwá hafiz. (F)	Goodbye.
d:	12. xwá hafiz.	Goodbye. (R)

#### Sentence Resumé -- Kurdish

b:	1. řóž baš.
d:	2. řóž baš.
b:	3. mîn ʔemerikím. nāwīm bābe.
d:	4. be xér beyt. mīniš nawīm daráye.
b:	5. čímətsəmek lerəwe nízike?
d:	6. wà bzaniš mətəəm-i sirwán zór bašew nízike.
b:	7. mətəəm-i sirwàn le kwéye.
d:	8. ʔewetà la-i bazarekéye.
b:	9. ʔey ʔutel-i bāš le kwé heye.
d:	10. ʔutélek-i bāš la-i mətəəméké heye.
b:	11. məmnún, tešekkúr ʔekəm. xwá hafiz.
d:	12. xwá hafiz.

#### B. Additional Vocabulary

##### Nationalities, etc.

ʔiraqí	Iraqi
ʔeraní	Iranian
lɔbnaní	Lebanese
ʔərmení	Armenian
hīndí	Indian
surí	Syrian
ʔələmaní	German
kerkukí	Kirkukite
həwlerí	Arbilite

##### Personal Names

jəmə́l	Jamal (male)
fuʔá́d	Fuad (male)
daná	Dana (male)
kərí́m	Kerim (male)
pəxšán	Pakhshan (female)
pərixán	Perikhan (female)

##### Nouns

pyáw	man
nán	bread

(Nouns)

mektéb	school
kúr	boy
žín	woman; wife
dár	piece of wood; tree
xenjér	dagger
mál	house
dukán	shop
řubár	river
řáw	water
mínál	child
šéw	night

C. Notes

1. The Copula Suffix.

Notice in the following sentences the Kurdish equivalents of English "is" and "am":

a. bab 'Bob'	-	bábə 'It is Bob.'
nřízík 'near'	-	nřízíkə 'It is near.'
báš 'good'	-	bášə 'It is good.'
le kwé? 'where?'	-	le kwéye? 'Where is it?'
la-i bazaréké 'by the bazaar'	-	la-i bazarekéye 'It is next to the bazaar'

The unstressed suffix -ə added to a substantive (i.e., a noun or adjective) or an interrogative like le kwé has the meaning 'is' or 'it is' or 'he/she is'. Note that after a vowel the form of the suffix is -ye.

b. řəmerikí 'American'	-	řəmerikím 'I am an American'
------------------------	---	------------------------------

The unstressed suffix -m added to a substantive has the meaning 'am' or 'I am'. Note that these substantives end in consonants; the suffix has a slightly different form after vowels.

Other examples:

le suləymaním. 'I am in Sulaimaniya.'  
 le kwém. 'Where am I?'  
 ʔəwətám. 'There I am!' 'Here I am!'  
 la-i bazarekém. 'I am next to the bazaar.'  
 la-i mətɾəmékém. 'I am next to the hotel.'

The various forms of the verb meaning 'to be' are referred to collectively as the "copula"; since they are suffixes, we can refer to them as "copula suffixes."

## 2. The Indefinite Article.

Kurdish expresses the indefinite article 'a, an' by means of a suffix; compare

mətɾém	-	mətɾém <u>ek</u>	'a restaurant'
ʔutél	-	ʔuté <u>lek</u>	'a hotel'

The suffix -ek is added to substantives ending in consonants; it must not be stressed.

## 3. čǐ--ek.

The interrogative prefix čǐ- 'what?' may be added to a noun having the indefinite suffix -ek, as

čǐmətɾémek? 'What restaurant?'

Notice that čǐ-, even though a prefix, bears the stress rather than the noun or the indefinite suffix. If the first vowel of the noun is u, the interrogative prefix is čú-, as

čúʔutelek? 'what hotel?'

Other examples:

čǐřozek? 'what day?'  
 čǐbazarek? 'what bazaar?'

#### 4. The Definite Article.

The Kurdish equivalent of the English definite article 'the' is also a suffix; compare:

bazár	-	bazareké	'the bazaar'
mətrém	-	mətrəməké	'the restaurant'

Note that the definite suffix is normally the stressed part of the word. As you will see later, it has special shapes after vowels; you will see further that while the definite article generally can be translated by "the" there are important exceptions where the Kurdish article has altogether different functions from the English article.

#### 5. Formulas.

Every language has fixed expressions or formulas that are conventionally used on given occasions, as English "Good morning" and "Happy New Year," and perhaps "Wish you were here." on post cards. Sometimes the original meaning is lost, as in "Goodbye" ("God be with you"), or else they are not to be taken literally, as "How do you do." (in introductions)

These conventional expressions often have equally conventional responses, such as "How do you do." as its own response.

Kurdish has many formulas in situations where Americans would not anticipate them (and vice versa). It is especially important, if you want to relate fully to Kurdish speaking people, to master these expressions and the situations in which they occur. Formulas will be identified in the basic sentences by (F), and their responses, if any, by (R). The formulas that occur in Lesson 1 are:

řóž bař (F) and (R) 'Good morning' 'Good afternoon'  
(used from early morning until late afternoon)

be xér beyt (F) 'Welcome' (used by host, or anyone  
acting in capacity of host in a general sense)

məmnún }  
teřekkúr řəkəm } (F) 'Thank you'

məmnún (R) 'You're welcome' Usually no response is  
given in the meaning of "you're welcome."

xwá hafiz (F) and (R) 'Goodbye'

## 6. Kurdish Intonation.

Intonation is inflection or pitch of the voice in speaking. In English and Kurdish, as in other languages, it is used to indicate the attitude (or emotion) of the speaker; or to distinguish between questions and statements, exclamations, etc. For example, repeat the sentence "You don't know it." as a statement and as a question, and again as a statement and as a question but each time with surprise, astonishment, disbelief, anger, wistfulness, indecision, etc., or combinations of these. In each case, the referential or literal meaning of the sentence remains constant; it is the context superimposed by the speaker that changes. While stress also plays a major role in creating these effects, intonation probably plays the main part in this.

In both English and Kurdish, there are four ranges or relative levels of pitch used to create these effects: a lower pitch, a higher pitch, and a pitch range intermediate between these two; we shall refer to these as low, high and mid pitches respectively. Both languages have at least one higher range of pitches, a fourth pitch level used in intensified or very strongly emotional exclamations which are not likely, however, to be encountered in the usual classroom situation, and which consequently will not be dealt with in this course.

In the following graphic representation of intonation, the solid lines do not represent absolute pitch frequencies, but only relative frequency of any given pitch as compared with other pitches in the same utterance.

- a. róz baš                      Good morning.
- b. mín ʔəmərikím              I'm an American.
- c. məʔəm-i sirwàn ləkwəye.      Where's the Sirwan Restaurant?

Generally speaking, in English a stressed syllable in an utterance has high pitch, while an unstressed syllable has mid pitch, unless it comes at the end of a sentence, where it is low pitch. In Kurdish, a primary stress takes high pitch, but a secondary stress generally takes mid pitch; since this latter is contrary to English practice, it makes for confusion for the unwary English-speaking student.

In both languages, intonation normally falls to a low at the end of statements. Note that even for questions that have an interrogative word, as *le kwé* 'where?' and *čí--ek* 'what?', the intonation likewise falls to low at the end of the utterance. A period (.) will be used in the transcription of sentences to indicate a fall to low pitch. With short utterances in the build-ups, when no punctuation is provided, an intonation falling to low is to be understood. When the speaker pauses before finishing the sentence he intends to say (that is, has a "tentative pause"), his intonation does not drop to low, but remains at high if the last syllable before the pause is a stressed one, or falls to mid if that pre-pause syllable (or syllables) is unstressed. Compare:

<u>mín</u> , nàwim daráye.	'My name is Dara.'
mírís, <u>náwim</u> daráye.	'My name is Dara.'

When an utterance is not yet completed, this lack of completion is accompanied by an intonation pattern falling to mid pitch, as

<u>memmún</u> tšekkirəkem	Much obliged, thank you.
---------------------------	--------------------------

In the transcription system used in this course, the comma (,) indicates an intonation pattern falling to mid and signifies non-completion of utterance.

It is possible to have an otherwise perfect accent and yet readily stand out as a foreigner if your intonation patterns are foreign. In the final analysis, it is up to the student to be sensitive to Kurdish intonation and stress patterns and imitate them carefully and conscientiously. Remember that at the beginning of your language study you must make a real effort to master an entire set of new difficult pronunciation habits.

#### D. Exercises

1. Substitute for the underlined portion of the model sentence the words in the list below and translate.

Model: mìn æmærikím

◁iraqí

◁eraní

híndí

ex: mìn ◁iraqím; 'I am an Iraqi.'

ʔermeńí  
lubnaní  
surí

2. Substitute for the underlined portion of the model sentence the words in the list below and translate.

Model: nawĩm bábe.

tám            'Tom'    nawĩm táme;    'My name is Tom.'  
jórej  
janét  
jemál  
fuʔád  
pəxšán  
pərixán  
daná  
kerím  
dará

3. Model: metɕém                    'restaurant'  
              metɕém-i bás            '(some) good restaurant'

Substitute for the noun above in the model phrase the following list of nouns and translate:

bazár                    ex: bazàr-i bás; 'good bazaar'  
ʔutél  
pyáw  
nán  
mektéb  
kúř  
žín  
dár  
xenjér

4. Model: mətsəm-i bǎš lə kwé hɛyɛ.

Substitute for the underlined portion of the model phrase the following nouns and translate:

bazár	ex: bazar-i bǎš lə kwé hɛyɛ? 'Where
má <u>l</u>	is there a good market?'
nán	
ɹutél	
məktéb	
dár	
kúr	
xənjér	

5. Model: ɹutél 'hotel' - ɹutélek 'a hotel'

Substitute for the noun in the model the following:

bazár	ex: bazárek 'a bazaar'
mətsém	
pyáw	
nán	
žín	
ɹutél	
məktéb	
dukán	

6. Model: ɹutélek-i bǎš lay mətsəméké hɛyɛ.

Substitute for the noun in the model the following:

bazár	ex: bazárek-i bǎš lay mətsəméké hɛyɛ.
mətsém	'There is a good market near the
məktéb	restaurant.'
dukán	
ma <u>l</u>	
dár	

7. Model: čímətsəmek - 'what restaurant?'

Substitute the following items for the noun in the model:

bazár	ex: čībazarek
pyáw	
nán	
žín	
dár	
dukán	
xenjér	
kúř	
rutél	

8. Model: čímetsemek lerewe nizíke  
'What restaurant is near here?'

Substitute for metsem the following words and translate:

bazár	ex: čībazarek lerewe nizíke
mektéb	
mál	
dukán	
dár	
rutél	

9. Model: wa bzaniṁ metsem-i sirwàn zór bašew nizíke.  
Substitute for the underlined portion the following:

bazàr-i sirwán	ex: wá bzaniṁ bazar-i sirwàn
rutèl-i sirwán	zór, etc.
mektèb-i sirwán	
řubàr-i sirwán	
řaw-i sirwán	
dàr-i sirwán	
dukàn-i sirwán	

10. Model: metsem - metsemeké

Substitute for metsem the following and translate:

bazár	ex: bazareké 'the bazaar'
mektéb	

ɔutél  
pyáw  
žín  
kúr  
dár  
mínál  
řóz  
šéw  
nán

11. Model: metɔeməkè le kwéye

Substitute for metɔém the following and translate:

bazár	ex: bazarekè le kwéye?
ɔutél	'Where is the bazaar?'
žín	
dár	
mektéb	
kúr	
pyáw	
zenjér	
řubár	
mínál	

12. Model: Q. metɔeməkè le kwéye

A. ɔewetà lay bazarekéye

One student asks the question of his neighbor who responds with answer. The latter student then asks his other neighbor the question with bazár instead of metɔém, and so around the room using the remaining words in the list.

metɔém  
bazár  
ɔutél  
mektéb  
dár

řubár

mál

13. Respond to the following in Kurdish with appropriate formulas:

řóř bař

mín siraqím

xwá hafiz

14. Sentence Resumé -- English

Do the basic dialogue in Kurdish by pairs, each student taking each role in turn. Use the sentences below as a guide:

Bob

Dara

- |   |   |
|---|---|
| 1. Good morning!                                    | 2. Good morning!  |
| 3. I'm an <u>American</u> . My name is <u>Bob</u> . | 4. And my name is <u>Dara</u> .   |
| 5. What's the <u>closest restaurant</u> ?           | 6. I believe the <u>Sirwan Restaurant</u> is very good, and it's closeby. |
| 7. Where is the <u>Sirwan Restaurant</u> ?          | 8. There it is, by the <u>market</u> .                                    |
| 9. Well now, where is there a good <u>hotel</u> ?   | 10. There is a good <u>hotel</u> by the <u>restaurant</u> .               |
| 11. Much obliged, thank you. Goodbye.               | 12. Goodbye.  |

15. Free Conversation. Repeat the basic dialogue from memory in pairs, each time varying the words as desired as well as the order of the sentences.

## Lesson II

### A. Basic Sentences

	dérs-i duwém		Second Lesson
	<u>le sínif</u>		<u>In Class</u>
	mamwestá		teacher
b:	1. róz baš mámwesta.		Good morning, Teacher.
m:	2. róz baš bàb.		Good morning, Bob.
	čón		how?
	čóni [čónit]		How are you? (sg.)
	čák		good, well
	čáki [čákit]		you are well
	čóni, čáki?		How are you? Are you well?
	škúr		Thanks (to God)
	čáki škur?		You are all right, I hope?
b:	3. čóni, čáki škur? (F)		How are you? You are well, I hope.
	čákim		I am well.
	səlamét		safety
	səlamétbi [səlamétbit]		May you be safe, God save you.
	(R)		
	tó		you (sg.)
	tó čóni		How are <u>you</u> ?
m:	4. čákim, səlamétbi, ʔey tó čóni.		I am well, thank you. And how are you?
b:	5. čákim səlamètbi.		Fine, thank you.
	ʔímro		today
	dərs-i duwém		second lesson
	ʔəxwenín		we read, we'll read
	dérs-i duwém ʔəxwenín		We'll read Lesson Two.

	<p>             ʔimro dɛrs-i duwém              ʔexwenin.              kítéb              kítebəkán              kítebəkántan              bkénəwə              kítebəkantan bkénəwə              tká              tká ʔəkəm (F)              tká ʔəkəm kítebəkantan              bkénəwə.           </p>	<p>             We'll read Lesson Two              today.              book              the books              your books              open! (plur.)              Open your books!              request, entreaty              I request; please              Please open your books.           </p>
m:	<p>             6. ʔimro dɛrs-i duwém              ʔexwenin, tká ʔəkəm              kítebəkantan bkénəwə.           </p>	<p>             We'll study Lesson Two              today. Please open              your books.           </p>
	<p>             lapəřé              lapəřéyek           </p>	<p>             page              a page           </p>
b:	<p>             7. čílapəřèyek?           </p>	<p>             What page?           </p>
	<p>             yék              lapəře yék              ʔestá              ʔəxwénməwə              lapəře yék ʔəxwenməwə              ʔestà mǐn lapəře yék              ʔəxwenməwə.           </p>	<p>             one              Page One.              now              I read              I read page one.              I'll now read page one.           </p>
	<p>             ʔewé              ʔewés              lə dwá-i              lə dwà-i mǐn              déŋ              bérz              dəŋ-i berz              bə déŋ-i bérz           </p>	<p>             you (pl.)              you also              after              after me              voice              high              high voice              in a loud voice           </p>

- |    |                             |                                       |
|----|-----------------------------|---------------------------------------|
|    | bíxwennəwə                  | Read it again! Read it back!          |
|    | bə dəŋ-i bərz bixwennəwə.   | Read it in a loud voice!              |
|    | ʔewəš lədwá-i mǐn bə        | You also read it after                |
|    | dəŋ-i bərz bíxwennəwə.      | me in a loud voice.                   |
| m: | 8. lapəřə yék.              | Page One.                             |
|    | ʔestá mǐn lapəřə yék        | I'll now read the first               |
|    | ʔəxwenməwə ʔewəš lə         | page, and you read it                 |
|    | dwá-i mǐn, bə dəŋ-i         | after me in a loud                    |
|    | bərz bíxwennəwə.            | voice.                                |
|    | yəkéyəkə                    | one by one                            |
|    | yán                         | or                                    |
|    | həmú                        | all                                   |
|    | jár                         | time                                  |
|    | bə yék jar                  | at the same time                      |
|    | həmu bə yék jar             | all at the same time,<br>all together |
| b: | 9. yəkéyəkə yan həmu bə     | One by one, or all at the             |
|    | yék jar?                    | same time?                            |
|    | bílenəwə                    | Repeat it! (pl.)                      |
|    | lə dwa-i mǐn bílenəwə.      | Repeat it after me.                   |
| m: | 10. həmù bə yék jar lədwá-i | Repeat it after me, all at            |
|    | mǐn bílenəwə.               | the same time.                        |
|    | tégəyštǐm                   | I understood                          |
|    | tenégəyštǐm                 | I didn't understand                   |
|    | tenégəyštǐm mamwəsta        | I don't understand,<br>teacher.       |
|    | bílerəwə                    | Repeat it! (sg.)                      |
| b: | 11. tenégəyštǐm mamwəsta.   | I don't understand, sir,              |
|    | tka ʔəkəm bílerəwə.         | say it again.                         |

	ɤelém	I say
	tégeyšti [tégeystit]	you understood (sg.)
m: 12.	ɤelém lədwa-i mɿn bílenewe. . tègéyšti?	I said repeat it after me. Do you understand?
	béle	yes
b: 13.	béle. tēšekkúr ɤekem.	Yes. Thank you.
	wéré	come
m: 14.	wéré bo ɤeré.	Come here!
b: 15.	béle.	Yes, sir.
	wíšé	word
	ɤəmwišeyé	this word
	lesér	on, on top of
	texté	board, black-board
	leser texté	on the black-board
	bínuse	write! (sg.)
	leser texté bínuse	Write on the black-board!
	ɤəmwišeyé leser texté bínuse	Write this word on the blackboard!
	qelém	pencil
	bínuse qelém.	Write "pencil".
m: 16.	ɤəmwišeyè leser texté bínuse: bínuse qelém.	Write this word on the board: Write "pencil".
	nusím	I wrote
b: 17.	nusím.	I have written it.
	bínusín	Write! (pl.)
m: 18.	ɤewèš bínusín qelém.	You others write "pencil" too.

	nusíman	We wrote it.
b: 19.	nusíman.	We wrote it.
	ké	who?
	ʔezané [ʔezanét]	he knows
	ké ʔezane	Who knows?
	məɳná	meaning
	məɳná-i ʔəmwišəyé	the meaning of this
	čí	word
	číye	what?
	məɳná-i ʔémwišəyé	What is it?
	číye.	What is the meaning of
		this word is?
m: 20.	ké ʔezane məɳná-i ʔəm	Who knows what the meaning
	wišəyé číye.	of this word is?
	kám	which?
b: 21.	kám wišəyé	What word?
m: 22.	ʔəmwišəyé	<u>This</u> word.
b: 23.	názanĩm	I don't know.
	ʔezanĩm	I know.
	mĩn ʔezanĩm	<u>I</u> know.
	deftér	notebook
	deftére	it is a notebook
	məɳnáy	its meaning
	məɳnáy deftére.	It means "notebook."
d: 24.	mĩn ʔezanĩm. məɳnay	<u>I</u> know. It means
	deftére.	"notebook."
	sbéyne	tomorrow
	wérʔegrin	we take
	dérs werʔegrin	we take a lesson

sbeyne dèrs werʒegrin	we'll take a lesson
sbeyne dèrs-i duwém	tomorrow
werʒegrin.	we'll take the second
welám	lesson tomorrow
ʒedeynewe	reply
welám ʒedeynewe.	we give back
pĩrsyár	we answer (in reply),
pĩrsyarekán	we answer back
welám-i pĩrsyarekán	question
ʒedeynewe	the questions
welám-i pĩrsyarekán-i	we answer the questions
dèrs-i yekém ʒedeynewe.	we'll answer the questions
sbeyne dèrs-i duwém	of Lesson One.
wèrʒegrinu welám-i	Tomorrow we will take
pĩrsyarekán-i dèrs-i	the second lesson and
yekém ʒedeynewe.	answer the questions
ʒımlá	of Lesson One.
ʒımlá ʒekeyn	dictation
řóžek	we have dictation
hemú řóžek	a day
hemú řóžek ʒımlá ʒekeyn	every day
leməwdwa	we will have dictation
le sínřf	every day from now on
le sínřf ʒımlá ʒekeyn	in class
xótan	we will have dictation
ʒamadé	in class
ʒamadé ken [biken]	yourselves
xotan ʒamadé ken	ready, prepared
xotan ʒamadé ken; hemú	prepare! make ready!
řóžek le sínřf ʒımlá	Prepare yourselves! Get
ʒekeyn	ready!
	Prepare yourselves; we
	will have dictation
	in class every day.

- |   |   |
|---|---|
| <p>m: 25. sbeyne dèrs-i duwém<br/>wèrʔəgrinu wə̀lám-i<br/>pĩrsyarekàn-i dèrs-i<br/>yekém ʔədəynəwe. xótan<br/>ʔamadé ken. ləməwdwa<br/>hemú řožek ʔımlá ʔəkəyn.</p> | <p>Tomorrow we will take up<br/>Lesson Two and do the<br/>exercises of Lesson One.<br/>Be prepared: from now<br/>on we will have dictation<br/>every day.</p> |
| <p>kéy<br/>murajəʔé<br/>murajəʔé bkəyn</p>  | <p>when?<br/>review<br/>that we review</p>  |
| <p>b: 26. kéy murajəʔè bkəyn.</p>   | <p>When shall we have a review?</p>   |
| <p>páš<br/>dérsek<br/>hemú dərsek<br/>páš hemú dərsek<br/>murajəʔé ʔəkəyn</p>   | <p>after<br/>a lesson<br/>every lesson<br/>after every lesson<br/>we review</p>   |
| <p>m: 27. paš hemú dərsek murajəʔé<br/>ʔəkəyn.</p>  | <p>We'll have a review after<br/>every lesson.</p>  |
| <p>pĩrsyárek<br/>pĩrsyárek heyə<br/>pĩrsyárekĩm heyə.<br/>dərgá<br/>ʔənusí [ʔənusíʔ]<br/>čón ʔənuši</p>   | <p>a question<br/>there is a question<br/>I have a question.<br/>door<br/>you write (sg.)<br/>How do you write?</p>   |
| <p>b: 28. mámwesta pĩrsyárekĩm heyə.<br/>dərgá čón ʔənušiʔ.</p>   | <p>I have a question, sir; how<br/>do you write 'door'?</p>   |
| <p>texteké<br/>ləser texteké<br/>nusráwe<br/>ləser textekè nusráwe.</p>   | <p>the black-board<br/>on the black-board<br/>it has been written<br/>It is written on the<br/>black-board.</p>   |

- m: 29.    wewetà lesser texteké           It is written there on  
          nusrawe.                           the black-board.
- wéxīt, wéxt                   time  
          tewáwbu                       it has ended; it has  
          wexīt tewáwbu.               come to an end  
   time is up; time is  
   finished
- wēbinīm                       I see  
          wetanbinīm                   I (will) see you (pl.)  
          sbéyne wetanbinīm           I (will) see you  
   tomorrow.  
          wexīt tewáwbu. sbéyne       Time's up. I'll see  
          wetanbinīm.                   you tomorrow.
- m: 30.    wábzanīm wexīt tewáwbu,       I believe time is over.  
          sbéyne wetanbinīm. xwá       I'll see you tomorrow.  
          hafiz.                       Goodbye.
- b: 31.    xwá hafiz.                   Goodbye.

Sentence Resume -- Kurdish

- b: 1.    róz baš mamwesta.
- m: 2.    róž baš bàb.
- b: 3.    čóni, čáki škur?
- m: 4.    čákīm, selamētbi, wey tó čoni.
- b: 5.    čákīm selamētbi.
- m: 6.    wimro ders-i duwém rexwenin, tká wekem kitebekantan  
          bkénewe.
- b: 7.    čílapeřèyek?
- m: 8.    lapeře yék.    westá mîn lapeře yék rexwenmewe ewès  
          le dwá-i mîn, be deŋ-i bërz bixwennewe.
- b: 9.    yekéyeko yan hemu be yék jar?
- m: 10.   hemu be yék jar ledwá-i mîn bílenewe.
- b: 11.   tenégeyštīm mamwesta.   tká wekem bílerewe.
- m: 12.   wēlem ledwa-i mîn bílenewe. tégéyšti?
- b: 13.   béle.   tešekkúr wekem.

- m: 14. wèřə bo ʔeré.  
 b: 15. béle.  
 m: 16. ʔəmwišəyè læsər tɛxté bĩnuse: bĩnuse qəlém.  
 b: 17. nusím.  
 m: 18. ʔəwəš bĩnusĩn qəlém.  
 b: 19. nusíman.  
 m: 20. ké ʔəzane məʔná-i ʔəmwišəyè číyə.  
 b: 21. kàm wišəyé.  
 m: 22. ʔəmwišəyé.  
 b: 23. názanĩm.  
 d: 24. mĩn ʔəzanĩm. məʔnay dəftére.  
 m: 25. sbeyne dèrs-i duwém wèrʔəgrinu wəlám-i pĩrsyarekàn-i  
     dèrs-i yékém ʔədəynəwə. xótan ʔamadé kən.  
     ləməwdwa həmu řožek ʔımlá ʔəkəyn.  
 b: 26. kéy murajəʔə bkəyn.  
 m: 27. paš həmu dərsek murajəʔé ʔəkəyn.  
 b: 28. mámwesta pĩrsyárekim həyə. dergá čón ʔənusi.  
 m: 29. ʔəwətà læsər tɛxtéké nusrawə.  
 m: 30. wábzanĩm wəxĩt təwáwbu, sbéyne ʔətanbinĩm. xwá  
     hafiz.  
 b: 31. xwá hafiz.

B. wišè-i tazé -- Additional Vocabulary

Nouns

dér	line	penjəré	window
ʔəmdeřané	these lines	penjərekán	the windows
jumlé	sentence	dərgakán	the doors
ʔəmjumləyé	this sentence	yarí	play, game
dəftərekán	the notebooks	kurdí	Kurdish (lang.)
təbašír	chalk	řusí	Russian (lang.)

## Numbers

yék	one	šés	six
dú	two	héwt	seven
sé	three	héšt	eight
čwár	four	nó	nine
pénj	five	dé	ten

## Verbs

çížekem [çís çekem]	I work
telefon çekem	I telephone, make a phone call
dáxe [dábixe]	close! (sg.)
dáxen [dábixen]	close! (pl.)
bixwénin	read! (pl.)

## C. Notes

### 1. Style.

The speaker of any given language usually has his choice of several synonymous expressions to express a given idea. His choice depends on the style of language he is using -- familiar, formal, to superiors as opposed to inferiors, etc. Under what circumstances, for example, would you use English "I fail to comprehend your intent.", "I don't understand you.", "I don't get you." and "Like, I don't dig you." These differences are differences of style.

Style may be identified by special pronunciations as well, as English "Don't - you" (formal) as opposed to the more usual "Doncha."

In this Kurdish course two important styles are distinguished: conversational or normal informal speech, the style you are most likely to encounter and the style you should aim at mastering; and formal or literary, the style of formal speeches, lectures, etc., as well as of written Kurdish. The Kurdish presented here is conversational in style; however, in order to prepare you as well for formal speech and written Kurdish, which is basically the same as

spoken Kurdish, formal forms are given in brackets after the conversational ones, as:

čóni [čónit]

Both of the forms are translated the same into English; however, čónit is rare in normal conversation, while it is the usual form in written Kurdish.

Two forms separated by commas, as wéxīt, wext are both of the same style, with the first one usually being more frequent.

The differences in style noted in this lesson include (a) omission in conversational style of the suffix -t 'you' which normally occurs in formal style, e.g., čóni [čónit]; (b) substitution for the same suffix the form -ī, as selaméibi [selamétbit]; and (c) omission of the prefix bī- from imperative and subjunctive verb forms, as ʔamadéken [ʔamadébīken].

2. In Lesson One we saw that the copula suffix -m is used after vowels to mean 'am' or 'I am'; in Lesson Two we see the form after consonants in:

čák : čákīm 'I am well.' Suffix: -īm.

Other examples are: bášīm 'I am well'. jemálīm 'I am Jamal.'

The copula suffix for 'you' (singular) is -i [-it] after consonants, as:

čón? : čóni [čónit] 'How are you?'

čák : čáki[t]? 'Are you well?'

Other ex: báši 'You are well'; pexšáni 'You are Pakhshan.'

3. čóni means 'How are you?' When tó 'you' is added giving tó čóni?, the subject is in reality expressed twice, and as such receives special emphasis. Note further that tó receives the stress, to the exclusion of čóni. English merely pronounces the word louder in order to show emphasis: 'How are you?'

#### 4. Vocative forms.

Note that nouns are usually stressed on one of the last syllables of the word, as jemál, pīrsyár, mamwestá, texté. However, when a noun is used in direct address, stress

falls on the first syllable, as:

mamwestáye 'He is a teacher.' - mámwesta 'O teacher!'  
jemále 'It is Jamal.' - jémal. 'Jamal!'

This use of the noun is called vocative.

## 5. The plural definite of nouns.

We have seen that the suffix -eké added to a noun makes it definite singular, as dérs 'lesson', derseké 'the lesson'. The suffix -ekán (i.e., -eke + -án) makes it definite plural, as:

dersekán 'the lesson'; kĭtebekán 'the books';  
textekán 'the blackboards'; dəfterekán 'the  
notebooks'; dergakán 'the doors'.

As mentioned above, the suffix -eké makes the noun definite. However, in some contexts, i.e., when the subject spoken about is known to the addressee, the noun in its bare form without suffixes is translated as a definite noun, as:

wérə bo ʔutəl 'Come to the hotel.'  
wérə bo metsem 'Come to the restaurant.'  
mamwestá čónə 'How is the teacher?'

If these nouns receive the suffix -eké, then the noun receives special emphasis, putting it in implied opposition to another noun, as:

wérə bo ʔuteleké 'Come to the hotel (not the  
restaurant).'  
mamwestaké čónə 'How's the teacher (not the class)?'

## 6. The Imperative form of the verb.

a. The forms of the imperative are illustrated by the pair of words

bĭnúse	'write!' (sg.)
bĭnusĭn	'write!' (pl.)

wherein the suffix -e denotes singular number and -ín denotes plural. Thus bíxwénín 'read!' is plural, with a corresponding singular form bíxwéne.

The element common to the two imperative forms of a verb is called the imperative stem. Thus the imperative stem for bínúse - bínúsin is binus-, and for bíxwéne - bíxwénín it is bíxwen-. Stems are written with hyphens to show that they are not pronounced alone, but need affixes to make them complete words.

bínús- and bíxwén- end in consonants, and are called consonant stems. Vowel stems are exemplified by

dá[bí]xə	'close!' (sg.)
dá[bí]xən	'close!' (pl.)

Here, the imperative stem is dáxe- (or dábixe- in formal style), and the suffix -n denotes plural number. The fact that no suffix at all has been added means that the form is singular. This is seen also in ʔamadéken 'prepare!' (pl.- transitive) which has a corresponding singular form ʔamadéke.

b. A number of verbs end in the suffix -ewe, which means roughly "again" or "back (to point of origin)" as

bíxwénín 'read!' (pl.) and  
bíxwenewe 'read it again! read it back  
(to me)!' (pl.)  
ʔelém 'I say' and bílenewe 'say it again!  
repeat it!'

This suffix has two forms when used with the imperative form: -ewe after consonants and -rewe after vowels, as

bíle 'say it' (sg.) - bílerewe 'say it again!'  
bílen 'say it' (pl.) - bílenewe 'say it again!'

For convenience' sake we can express these two forms as Cewe/Vrewe, which is read "The suffix -ewe is used after any consonant (C) or -rewe is used after any vowel (V)."

c. The beginning of the imperative form of the verb also deserves attention. The prefix bí- is the sign of the imperative form, as bínúse, bíxwénín, etc. If it is followed by only a single consonant, the vowel -i- is often omitted, as in kítebəkántan bkenəwe; bínúse or bnúse, without change in meaning. And quite often the entire prefix is omitted, also without change in meaning, as xotan ʔamadéken, which has a more formal equivalent xotan ʔamadé bíken. Thus, the simple imperative form is introduced by bí-, b-, or no prefix at all.

d. Finally, there are some imperative forms beginning with bí- which are translated with a direct object, as

bíxwennewe 'read it again'; cf.

bíxwénín 'read'

bílenewe 'say it again!'; cf.

bílénewe 'say again!'

The presence of the vowel -i in the imperative prefix shows that the verb contains a direct object which is third person singular:

'him, her, it'.

Unlike the simple form bí-, the form bí- containing the direct object can never be omitted.

#### D. Exercises

1. Substitute for the underlined item the names in the list below and act out the dialogue.

Student A: čóni dara, čáki?

Student B: čákím, selamétbi. ʔey tó  
čoni?

Student A: selamétbi.

báb	daná
jón	kerím
pəxšán	janét
pərixán	dara

2. Substitute for the underlined portion of the model sentence the words listed below:

Model: ʔimro dərs-i duwém ʔəxwenin.

yekém	ʔərmení
seyém	řusí
ʔələmaní	kurdí
hĩndí	duwém

3. Substitute for the underlined part of the model sentence the words listed below:

Model: tká ʔekəm kĩtebekántan bkenəwə.

deftér	penjərekán
deftərekántan	tələfón
dərgá	ʔís

4. Substitute for the underlined part of the model sentence the words listed below:

Model: ʔestá mĩn lapərə yék ʔəxwenĩm.

dú	həwt
sé	hěšt
čwár	nó
pénj	dé
šěš	yék

5. Substitute for the underlined part of the model sentence the words listed below:

Model: ɽewéš lə dwa-i mĩn bə dən-i bərz bíxwennəwə.

yəkéyəkə	dú jar
hemu bə yék jar	həwt jar
yék jar	bə dən-i nĩzĩm

6. Substitute for the underlined part of the model sentence the words listed below:

Model: tenégeystĩm māmwesta, tká ɽekem bílerəwə.

bíxwenəwə	lesər dəftəreké bĩnuse
bĩnuse	lesər ɽəmtəxtəyé bĩnuse
wərə bo ɽeré	

7. Substitute for the underlined part of the model sentence the words listed below:

Model: ɽəlem lə dwà-i mĩn bílerəwə.

bíxwenəwə	lesər dəftəreké bĩnuse
bĩnuse	lesər ɽəmtəxtəyé bĩnuse
wərə bo ɽeré	

8. Substitute for the underlined part of the model sentence the words listed below:

Model: wərə bo ɽeré

ɽutél	maləké
ɽutéleké	məktéb
metrém	bazár
metséməke	sĩnĩf

9. Word Formation Drill. Repeat the following words with the suffixes as in the model:

	A	B	C
Model:	<u>kítéb</u> 'book'	<u>kítebəkán</u> 'the books'	<u>kítebəkántan</u> 'your books'
	kůř		
	žín		
	xenjér		
	deftér		
	dérs		
	sínříf		
	nán		
	mál		
	telefón		
	dér		

10. Word Formation Drill. Repeat the following words with ʔem...yé as in the model:

	A	B
Model:	<u>wřsé</u>	ʔem <u>wřseyé</u>
	jumlé	
	dərgá	
	texté	
	lapěřé	
	məɳná	
	ɳımlá	
	mɯrajəé	
	ʔəmerikí	
	ʔəraní	
	mamwestá	
	qsé	

11. Substitute for the underlined part of the model sentence the words listed below:

Model: ké ʔezanet məɾnà-i ʔəmwīseyé číyə

qsé	yarí
lapəřé	ʔımlá
jumlé	mamwestá

12. Substitute for the underlined part of the model sentence the words listed below:

Model: məɾnày deftére

xənjér	dár
žín	pyáw
qelém	wéxt
kítéb	deř

13. Substitute for the underlined part of the model sentence the words listed below:

Model: sbéyne dərs-i duwém wəɾɾəgrin

dərs-i yekém	pĩrsyarekán
dərs-i seyém	ʔəmjumleyé
lapəřə yék	ʔəmdərsé
lapəřə dú	ʔəmdəřané
lapəřə sé	

14. Substitute for the underlined part of the model sentence the words listed below changing bí- to bí-:

Model: lə dwa-i mĩn bíxwennəwə

bíxwene	bíléřewə
bíxwenĩn	bíléřəwə
bínuse	bíkéréwə
bínusĩn	bíkénéwə

15. Change the singular imperative forms below to the plural:

Examples: bĭnúse - bĭnúsin; dáxe - dáxen

Consonant stems:

Vowel stems:

bĭnuse

daxe

bĭxwéne

wére

bĭxwene

ʔamadéke

bĭxwenewe

bĭlerewe

bkérewé

16. Substitute for the underlined part of the model sentence the words listed below:

Model: hemú řžek le sĭnĭf ʔımlá ʔekəyn

dĕrs ʔəxwenin

kĕrdĭ ʔəxwenin

kĕrdĭ ʔenusin

qsé ʔekəyn

mĕrajəé ʔekəyn

ʔís ʔekəyn

17. Substitute for the underlined part of the model sentence the words listed below:

Model: ʔəwetà ləser təxtəké nusrawé

dəftəreké

ʔəmkĭtebé

ʔəmdəftəré

ʔəmlapəřəyé

kĭtebaké

təxté

18. Student A asks the question of student B, who responds with the answer indicated. Student B then asks the question of student C, changing the underlined word for one in the list below. C answers, and asks D, and so on around the room until all students have participated.

A. kéy mĕrajəé bkəyn.

B. paš hemú dĕrsek mĕrajəé ʔekəyn.

B. kéy ʔımlà bkəyn.

C. paš hemú dĕrsek ʔımlá ʔekəyn.

٧١ملأ	qsé
telefón	yarí
nán	٧١س
pîrsyâr	mura jêrê

19. Substitute for the underlined part of the model sentence the words listed below:

Model: mámwesta pîrsyârekîm heyê.

kîtéb	dar
xenjêr	dukân
qelém	telefón
٧١س	pîrsyâr

20. Sentence Resumé -- English

Do the basic dialogue in Kurdish by pairs, each student taking each role in turn. Use the sentences below as a guide:

Bob	Teacher
1. Good morning, Teacher.	2. Good morning, Bob.
3. How are you? You are well, I hope.	4. I am well, thank you. And how are you?
5. Fine, thank you.	6. We'll study Lesson Two today; please open your books.
7. What page?	8. Page One. I'll now read the first page and you read it after me in a loud voice.
9. One by one, or all at the same time?	10. Repeat it after me, all at the same time.
11. I don't understand, sir, say it again.	12. I said repeat it after me. Do you understand?

- |  |  |
|--|--|
| 13. Yes. Thank you.  | 14. Come here!   |
| 15. Yes, sir.  | 16. Write this word on<br>the board: write<br>"pencil".  |
| 17. I have written it.                                     | 18. You others write<br>"pencil" too.  |
| 19. We wrote it.   | 20. Who knows what the<br>meaning of this<br>word is?  |
| 21. What word?   | 22. <u>This</u> word.  |
| 23. I don't know.  |  |
| 24. <u>I</u> know. It means<br>"Notebook." (Dara)          | 25. Tomorrow we will take<br>up Lesson Two and<br>do the exercises of<br>Lesson One. Be<br>prepared: from now<br>on we will have<br>dictation every day. |
| 26. When shall we have<br>a review?                        | 27. We'll have a review<br>after every<br>lesson.  |
| 28. I have a question,<br>sir; how do you<br>write 'door'? | 29. It is written there<br>on the black-<br>board.   |
|  | 30. I believe time is<br>over. I'll see<br>you tomorrow.<br>Goodbye.   |
| 31. Goodbye.   |  |
21. Free conversation. Repeat the basic dialogue from memory in pairs, each time varying the words as desired as well as the order of the sentences.

## Lesson III

### A. Basic Sentences

dérš-i seyém

Third Lesson

#### Getting Acquainted

- b: 1. řóz baš dara.  
       řóz baš bab.

Good morning, Dara  
 Good morning, Bob.

férmu

please! (polite  
 invitation)

dáníše [dábñišə]

sit down! (sg.)

dáníšñ [dábñišñ]

sit down! (pl.)

fərmu dáníše.

Please (come and)  
 sit down.

- d: 2. řóz baš bab. fərmu  
       dáníše.

Good morning, Bob. Please  
 sit down.

řástídəwe [rásít  
                   ʔewet]

you want the truth, if  
 you want the truth  
 I want; I like; I would  
 like

hézəkem [héz ʔəkem]

that I go

bíčím

I'd like to go

hézəkem bíčím

If you want the truth,  
 I'd like to

řástídəwe hézəkem

If you want the truth,

řástídəwe hézəkem

I'd really like to go

bíčím

to

bó

to market

bo bazár

I'd like to go to the  
 market

hézəkem bíčím bo bazár

a little, a little bit

tózek

- b: 3. řástídəwe hézəkem tòzek  
       bíčím bo bazár.

As a matter of fact, I  
 would like to go to the  
 market a bit.

	zú	early
	zúwə	it is early
	jare zúwə	it is still early
	tòzek dáníšə	sit down a little
	pékəwə	together
	ʔəčín	we go; we'll go
	pékəwə ʔəčín	we will go together
	ʔínja	then
	ʔínja pékəwə ʔəčín	we will then go together
	ʔínja pékəwə ʔəčín bo bazár	we will then go together to the market
d:	4. jare zúwə, tòzek dáníšə ʔínja pékəwə ʔəčín bo bazár.	It is still early, sit down a little and then we'll go together to the market.
b:	5. bášə.	O.K.
	bá	let's
	qsé	talk; talking; speaking
	bkéyn	that we do, that we make
	qsé bkəyn	that we speak or talk
	bà qsé bkəyn	let's talk
	dáníšə ba qsé bkəyn	sit down and let's talk
d:	6. dáníšə ba tòzek qsé bkəyn.	Sit down and let's talk a little.
	bèle bášə	O.K., very well.
b:	7. bèle bášə.	Very good.
	čí?	what?
	ʔəxóytəwə	you drink, you will drink
d:	8. čí ʔəxoytəwə?	What will you drink?

	čá	tea
	čáyek	a tea, a cup of tea
	ʔáw	water
	tozek ʔáw	a little bit of water
	čáyeku ʔáw	a tea and water
b:	9. čáyeku tòzek ʔáw.	A cup of tea and some water.
d:	10. báše	O.K.
	jegá	place
	ʔəmjegayé	this place
	ʔəlén	they say
	číy pe ʔelen	what do they call it?
b:	11. ʔəmjegaye číy pe ʔelen.	What do they call <u>this</u> place?
	ʔemé	this
	čayxané	tea-shop
	péy ʔelen	they call it; it is called
	čayxanáy pe ʔelen.	It's called a tea shop
	ʔemé čayxanáy pe ʔelen.	This is called a tea shop.
	pĩrsyárek bkem	that I ask a question
	pĩrsyárekĩt le bkem	that I ask a question of you
	ʔemewé	I want.
	ʔemewé pĩrsyárekĩt le bkem.	I want to ask you a question.
d:	12. ʔemè čayxanáy pey ʔelen.	This is called a tea shop.
	ʔemewé pĩrsyarekĩt le bkem.	I want to ask you a question.
b:	13. férmu.	Go ahead, please.
	férbuy [fərbuyt]	you learned (it)
	le kwé ferbuy	where did you learn it?
	kurdí	Kurdish

	kurdi lə kwé fèrbuy bízanĩm hezəkem bízanĩm	where did you learn Kurdish? that I know I would like to know
d: 14.	hezəkem bízanĩm kurdi lə kwé ferbuy.	I'd like to know where you learned Kurdish.
	lé ʔameriká lə ʔameriká mektéb lə mektéb férbum lə mektéb ferbum	in, at America in America school in school I learned I learned in school
b: 15.	lə ʔameriká lə mektéb ferbum.	I learned it in school in America.
	ćóne? leré leréy [leréyt]	how is it? in this place; here you are here
d: 16.	ʔey ćóne leréy?	Well then, how is it that you are here?
	muhendís muhendísĩm mĩn muhendísĩm pĩrožé dərbèŋ-i xán [dərbènd-i xán] prožə-i dərbèŋ-i xán ʔestà lə prožə-i dərbèŋ-i xán ʔižəkem ćíyə ʔĩsit	engineer I am an engineer I am an engineer project Derbendi Khan (place name) the Derbendi Khan project I am at present working on the Derbendi Khan project what is it? your work

	ʋiʃit číye?	What is your work?
	tò ʋiʃit číye	What is your work?
	ʋey tó ʋiʃit číye	And what is your work?
b: 17.	mǐn muhendísǐmu ʋestà lə	I am an engineer and at
	prože-i derbèn-i xán ʋiʃ	present am working on
	ʋekəm. ʋey tó ʋiʃit	the Derbendi Khan project;
	číye.	and what do you do?
	héʃta	yet; still
	qutabí	student
	qutabím	I am a student
	héʃta qutabím	I am still a student
	pénj	five
	sanəwí	secondary
	pènj-i sanəwí	fifth secondary
	pól	class, grade
	pol-i pènj-i sanəwí	fifth grade of
	lə pol-i pènj-i sanəwím	secondary (school)
	mǐn héʃta qutabím, lə	I am in the fifth grade
	pol-i pènj-i sanəwím.	of secondary school.
	sál	I am still a student in
	sálek	the fifth grade of
	sálek-itír	secondary school
	héz ʋekəm sálek-itír	year
	bíčǐm	a year
	bxwéním	another year; next year
	zór hēz ʋekəm sálek-itír	I'd like to go next year
	bíčǐm bo ʋəmeriká	
	bxwením	that I study
	bélam	I'd very much like to go
	bəlam zór hēz ʋekəm	to America next year
	sálek-itír bíčǐm bo	to study.
	ʋəmeriká bxwením.	but
		But I'd very much like
		to go to America next
		year to study.

- d: 18. mîn héšta qutabîm, lê pol-i I'm still a student in  
 pênj-i sanewîm. belam, the fifth grade of  
 zór hez çekem salek-itîr secondary school, but  
 biçîm bo amerîkâ I'd very much like to  
 bxwenîm. go to America next year  
 to study.
- çetwanîm I can, am able  
 yarmetî help; assistance  
 yarmetî biem [yarmetî bîdem] that I give help, I help  
 yarmetît biem that I help you  
 [yarmetît bîdem]  
 çetwanîm yarmetît biem I can help you
- b: 19. zór başe, mîn çetwanîm Very good; I can help you.  
 yarmetît biem.
- çebîm I'll be  
 memnûn çebîm I'll be obliged
- d: 20. zór memnûn çebîm. I'll be much obliged.
- jâre meantime, meanwhile
- b: 21. jâre ba biçîn bo bazâr. But let us now go to the  
 market.
- d: 22. başe bá biçîn. Good, let's go.

#### Sentence Resume -- Kurdish

- b: 1. róz baş dara. róz baş bab.  
 d: 2. róz baş bab. fermu danişê.  
 b: 3. rāstîdewe hezekem tōzek biçîm bo bazâr.  
 d: 4. jare zûwe, tōzek danişê çinja pêkewe çecin bo bazâr.  
 b: 5. başe.  
 d: 6. danişê ba tōzek qse bkeyn.

- b: 7. bèle báse.  
d: 8. čí ʔexoytewə?  
b: 9. čáyeku tòzek ʔáw.  
d: 10. báse.  
b: 11. ʔemjegaye číy pe ʔelen.  
d: 12. ʔemé čayxanáy pey ʔelen. ʔemowé pĩrsyarekĩt le bkem.  
b: 13. fěrmu.  
d: 14. hēzekem bĩzanĩm kurdi le kwé ferbuy.  
b: 15. le ʔemeriká le mēktéb ferbum.  
d: 16. ʔey čóne lerēy?  
b: 17. mĩn muhendĩsĩmu ʔestà le prože-i derbēŋ-xán ʔĩš  
ʔekem. ʔey tó ʔišĩt čìye.  
d: 18. mĩn hēšta qʊtabĩm, le pēnj-i sanewĩm. belam zór  
hēz ʔekem salek-itĩr bĩcĩm bo ʔemeriká bxwenĩm.  
b: 19. zór baše, mĩn ʔetwanĩm yarmetĩt bĩem.  
d: 20. zór memnun ʔebĩm.  
b: 21. jàre ba bĩčĩn bo bazár.  
d: 22. báse bá bĩčĩn.

## B. Additional Vocabulary

### Nouns:

málewe	home
seát	hour; watch, clock
yané	club
ŋlizí, ʔĩŋglizí	English (language)
ʔímšew	this evening
ʔewaréyek-itĩr	some other evening.

### Verbs:

bĩkřĩn	that we buy
bĩxwenin	that we read/study
bdéynewe, bĩdēynewe	that we give (back)
bnúsin, bĩnusin	that we write

# Verbs (cont.)

bkem, bĭkem  
 ferbĭm  
 sér bĭem [sér bĭdem]  
 hewĭ bĭem [hewĭ bĭdem]  
 ʔexóyn  
 nán ʔexoyn  
 ʔexóynewe  
 ʔexómewe  
 ʔekém  
 ʔenusím  
 ʔekřím  
 ʔebřím  
 ʔekéy[t]  
 ʔeléy[t]  
 ʔefermíy[t]  
 ʔenusí[t]  
 ʔexwení[t]  
 ʔekří[t]  
 ʔebří[t]  
 řázekēy [řást ʔekēyt]

that I give  
 that I learn  
 that I visit, pay a visit  
 that I try, attempt  
 we eat  
 we eat bread; we eat [a meal]  
 we eat again; we drink  
 I drink  
 I do, make  
 I write  
 I buy  
 I cut  
 you (sg.) do/make  
 you (sg.) say  
 you (sg.) say [polite]  
 you write  
 you read  
 you buy  
 you cut  
 you are right (sg.)

## Prepositions:

be kurdí  
 be ʔŋlizí  
 be ʔeləmaní  
 be ʔerəbí  
 le málewe  
 le hĭndĭstán

in Kurdish  
 in English  
 in German  
 in Arabic  
 at home  
 in India

### C. Notes

#### 1. Style (Ref: p. 54).

In Lesson II certain characteristics of informal as opposed to formal style were taken up, as omission of -t 'you', or substitution of -ĩ- for it and the omission of the verbal prefix bí-. In this lesson we see two more common features of informal style: (1) omission of the glottal stop ʔ from the beginning of verbs, as *hézəkəm* = [hézʔəkəm] 'I like', and; (2) the change of -t- 'you' to -d- when it precedes such a verb which has lost its glottal stop, as *rástidewe* = [rástĩt ʔewe] 'you want the truth'. Voiceless sibilants, as -š also become voiced before an elided glottal stop, as *ʔízəkəm* = [ʔis ʔəkəm] 'work'. Likewise, the cluster -st in [rást ʔəkeyt] 'you are right' becomes -z as in *řázekey*.

#### 2. ʔəm...yə 'this'.

The Kurdish equivalent of 'this' used attributively (i.e., directly modifying a noun) has occurred in

ʔəmwišəyé 'this word' (wišé)

ʔəmjegayé 'this place' (jegá)

The expression ʔəm...yə is an envelope that surrounds the word modified and together with it forms a single word. Note that this enlarged word has only one primary stress, normally falling on the second element of the envelope, with secondary stress on the first element. For special emphasis, the two stresses reverse positions, as

ʔəmwīšəyé 'this word'

ʔémwīšəyè 'this word'

This form of the envelope occurs exclusively with words ending in vowels; words ending in consonants take a slightly different shape.

#### 3. Cu/Vw 'and'.

The Kurdish equivalent for 'and' is -u after consonants, as

wér ʔegrinu...

čáyeku tozek ʔáw

and -w after vowels, as

zór bášew mǐzíke.

#### 4. Izafa.

There have occurred a number of phrases, such as mətɛəm-i sirwán, 'The Sirwan Restaurant'; ɽutèlek-i bás 'a good hotel'; məná-i ɽəmwišeyé 'the meaning of this word'; and dèrs-í duwém 'the third lesson' in which the words are linked together by -i and the second element generally modifies the first. This linking vowel is called "izafa" (called ɽizafé in Kurdish grammar), and the words linked together by izafa are called an "izafa construction."

The izafa construction is composed of a substantive, izafa, and a modifying word or phrase. The modified substantive is technically called the "nucleus," and is usually a noun, although occasionally other parts of speech so function, as -lə dwa-i 'after', a compound preposition. The modifier may be an adjective, as

#### Nucleus - Izafa - Modifier

dèrs	-i	yekém	'The first lesson'
ɽutèl	-i	báš	'a good hotel'
ɽutèlek	-i	báš	'a good hotel'
dèrs	-i	duwém	'the second lesson'
dèn	-i	bérz	'a loud voice'

Or it may be a noun, common or proper, as

metɛəm	-i	sirwán	'the Sirwan Restaurant'
məná	-i	ɽəmwišeyé	'the meaning of this word'
welám	-i	pĩrsyarekán	'answers to the questions'
pĩrsarekan	-i	dərs-i yekəm	'the exercises of lesson one'
prožè	-i	dərbəŋ-i xan	'The Derbendi Khan Project'

Or a pronoun, as

lə dwa	-i	mĩn	'after me'
--------	----	-----	------------

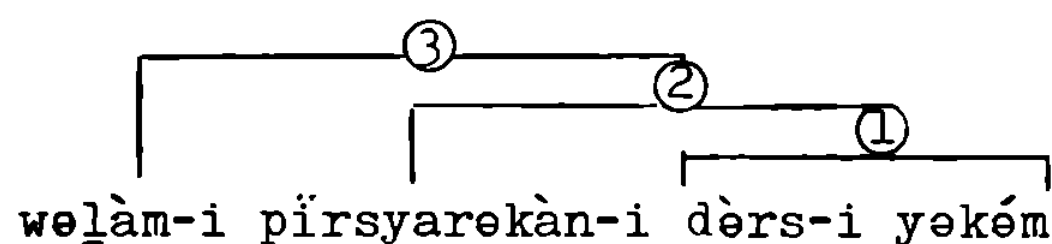
or a numeral, as

```
pol      -i      penj      'grade five, the fifth
                                grade'
```

or, finally, a particle, as

sàlek -i tĩr 'another year; next year'

Izafa links two words together so that they function syntactically as though they were a single word. Thus, an izafa construction may itself serve as the modifier in a larger izafa construction. In the expression



1. lesson one  
2. the questions of lesson one  
3. The answers to the questions of lesson one

there are three izafa constructions, each smaller one (going from ① to ③) immediately modifying its own nucleus.

## 5. The Verb -- Present Tense.

a. An examination of the first person singular of present tense verbs occurring so far shows that this form has two inflectional suffixes, -im occurring after consonant stems and -m occurring after vowel stems (i.e., C<sup>h</sup>im/Vm). Note

Consonant Stems:

mīn ʔenusīm  
       ʔezanīm  
 nāzanīm  
       ʔekrīm  
 ʔexwenīm  
       ʔexwénmewə

Vowel Stems:

mĩn ʔəkəm  
 ʔəxoməwə

In ʔexením 'I read' the full suffix occurs; the addition to it, however, of -əwə brings about the loss of -i-, giving ʔexwénməwə 'I read again'.

The forms of the verb that agree with mín are called the "mín forms of the verb."

b. The first person plural (the "ʔemé form") likewise has two inflectional suffixes, one after consonants and the other after vowels: Cin/Vyn, as

Consonant Stems:

ʔemé ʔexwenín  
wérʔegrín  
ʔečín

Vowel Stems:

ʔemé ʔekéyn  
ʔexóyn  
ʔedéyn  
ʔedéynəwə

c. The inflectional suffixes for the second person singular (the "tó form") are Ci/Vy [Cit/Vyt], as

Consonant Stems:

to ʔexwení [ʔexwenit]  
ʔenusí[t]  
ʔekrí[t]

Vowel Stems:

to ʔekéy [ʔekeyt]  
ʔeley[t]  
ʔefermúy[t]  
ʔexóytəwə

When a suffix is added to the verb, as in ʔexóytəwə, note that the -t- cannot be omitted regardless of style.

d. The following verbs recapitulate the inflections presented here:

Consonant Stem:

ʔenusím 'I write'  
ʔenusín 'we write'  
ʔenusí[t] 'you write'  
(sg.)

Vowel Stem:

ʔekém 'I do'  
ʔekéyn 'we do'  
ʔekéy[t] 'you do'

All of the examples cited in this section except názanîm begin with ʔe-: This prefix is the sign of the indicative mood of the present tense (as opposed to the imperative mood, for example) which is signaled by bí-; see Lesson II, page 58 ). This prefix implies that the action of the verb is incomplete in aspect (i.e., type of action), and means anything but one single completed action. Thus, the indicative can be translated into English in various ways, depending on the context, as

čí ʔexoytewe paš hemú dersek.	'What <u>do</u> you <u>drink</u> after each lesson.' (habitual action)
ʔestá čí ʔexoytewe.	'What <u>are</u> you <u>drinking</u> now.' (action in progress)
sbeyne čí ʔexoytewe.	'What <u>will</u> you <u>drink</u> (or <u>are</u> you <u>going to drink</u> ) tomorrow.' (future action)

The Kurdish present tense is quite versatile in its functions, and should be translated into English with careful reference to the context.

Finally, the negative prefix ná- replaces the aspect prefix ʔe- in the indicative mood, as

ʔezanîm	-	názanîm	'I don't know'
ʔezanîn	-	názanín	'we don't know'
ʔezaní	-	názani	'you don't know'

#### D. Exercises

1. ʔem...ye : Word Formation. Repeat the following words with the envelope:

Model: wîšé	ʔemwîšeyé	'this word'
jegá	dərgá	čayxané
lapêré	jumlé	prožé

texté	penjeré	qutabí
məɾná	yarí	čá
muraǰəɾá	qse	yané

2. Substitution Drill. Substitute for the underlined portion of the model sentence the words listed below:

Model: héz ɾəkəm biččim bó bazár

məktéb	ɾiráq
mətɾém	dərbeŋ-i xán
ɾutél	suleymaní
čayxané	duḱán
ɾəməriká	má <u>l</u> əwə
	yané

3. Substitution Drill. Substitute for the underlined portion of the model sentence the words listed below:

Model: tòzek dáníše ɾinja pékəwə ɾečin bo bazár

nán ɾəxoyn	telefón ɾəkeyn
čá ɾəxoynəwə	bə dən-i bérz ɾəmdərsé
qsé ɾəkeyn	ɾəxwenin
dérs ɾəxwenin	kıtebekán wəɾəgrin
dərs-i duwém ɾənusin	ɾíš ɾəkeyn
wə <u>l</u> ám-i pırsyarekán	səɾát ɾəkřin
ɾədeynəwə	

4. Substitution Drill. Substitute for the underlined portion of the model sentence the words listed below:

pékəwə	hemí řožek	paš sínřf
ɾestá	ɾímro	bə kurdí
lə dwa-i mamwəstá	ɾímšew	bə ɾŋlizí
yekéyeke	hemù bə yék jar	bə ɾə <u>l</u> əmaní
ɾəmjaré	sbéyne	bə ɾerebí
zór		

5. Substitution Drill. Substitute for the underlined portion of the model sentence the words listed below:

Model: ba qsé bkeyn

pékewé bčín bo mēkteb

ʔís bkeyn

nán bíkřín

bčín bo beṛá

dərs-i seṛém bíxwenin

welam-i ʔempīrsyaré

bdeynewé

ʔəmdərsé bnusin

ʔəmlapəreyé bnusin

bčín bo čayxané

telefon bkeyn

be kurdí qse bkeyn

murajəṛé bkeyn

nán bxoyñ

čá bxoyñewé

bčín bo máləwé

6. Substitution Drill and Dialogue. Substitute for the underlined item the names in the list below and act out the dialogue.

Model: A  
čí ʔəxoytewé

ʔəkéy

ʔeléy[t]

ʔəfermúy[t]

ʔənusí[t]

ʔəxwení[t]

ʔəxwenitewé

ʔəkří[t]

ʔəbří[t]

B  
čá ʔəxomewé

ʔís ʔəkəm

ʔəmé ʔeləm

ʔeləm maṛnà-i ʔəmə číye

náwim ʔənusím

dərs ʔəxwením

ʔəmdərsə ʔəxwenmewé

səṛát ʔəkřím

nán ʔəbřím

7. Round Drill. Student 1 asks a question from 6 A, and student 2 gives an appropriate response from 6 B, and so on around the room.

Example: 1. čí ʔəxoytewé

2. čá ʔəxomewé

8. Round Drill. Student A asks the question of Student B, who responds with the answer indicated. Student B then asks the question of student C, changing the underlined word for one in the list below. C answers and asks D, and so on around the room until all students have participated.

Model: A. ʔə,è číy pe ʔəlen

B. ʔəmə čayxanéy pe ʔəlen

penjeré	dərgá
ju <sup>u</sup> mlé	ʔimlá
wišé	čá
texté	yarí (yarí+y = yarí)
pírožé	yarmetí (i+t = i)

9. Substitution Drill. Substitute for the underlined portion of the model sentence the words listed below:

Model: to kurdí le kwé ferbuyt

ʔərebí	kurdí
ʔəglizí	řusí
ʔəmqseyé	yarí
ʔimlá	ʔəmwišé
híndí	ʔəmdersé

10. Substitution Drill. Substitute for the underlined portion of the model sentence the words listed below:

Model: kurdí le mektéb ferbum

ʔərebí le ʔəráq	kurdí le həwlər
ʔəglizí le mektéb	řusí le mektéb
ʔəmqseyé le	yarí le málewe
málewe	ʔəmwišé le bazár
ʔimlā le síníf	ʔəmdersé le mektéb
híndí le	
híndístán	

11. One student will ask one of the questions from drill 9, and the next student will respond with the corresponding answer in drill 10.

Model: Q. to kurdî le kwé ferbuyt  
A. kurdî le mektéb ferbum

12. Substitution Drill. Substitute for the underlined portion of the model sentence the words listed below.

Model: mîn muhendîsîm

mamwestá	amerikí	le suleymaní
pyáw	eréb	le rutél
žín	leré	le mektéb
dará	jenét	le pòl-i čwàr-i
kúrd	le hĩndĩstán	sanewí

13. Word Formation Drill. Repeat the following words with the suffixes as in the model:

A	B	C
Model: <u>sál</u> 'year'	<u>sálek</u> 'a year'	<u>sálek</u> -itĩr 'one more year, another year, next year'
řož		'another day, some other day'
šéw		
serát		'next hour, an hour from now'
pyáw		
žín		
kúr		
mál		
bazár		
pól		
mektéb		
řís		
sínĩf	sínfek	

14. Substitution Drill. Substitute for the underlined portion of the model sentence the words listed below:

Model: hēz ʔəkəm sālek-itír bīčīm bo ʔəmeriká

ʔestá	ʔímro
paš dú <u>sa</u>	paš dé řož
sbéyne	paš sé maṇ
həmu <u>sālek</u>	paš yék seʔat
ʔímšəw	lə dwa-i tó

15. Substitution Drill. Substitute for the underlined portion of the model sentence the words listed below:

Model: hēz ʔəkəm sālek-itír bīčīm bo ʔəmeriká

řožek-itír bīčīm bo məktéb  
tozek-itír bīčīm bo čayxané  
šəwek-itír bīčīm bo yané  
seʔatek-itír bīčīm bo bazár  
tozek-itír bīčīm bo máləwə  
sālek-itír bīčīm bo kerkúk  
šəwek-itír bīčīm bo čayxané

16. Substitution Drill. Substitute for the underlined portion of the model sentence the words listed below:

Model: hēz ʔəkəm sālek-itír bīčīm bo ʔəmeriká  
bīxwenīm

dérs bīxwenīm  
dérs biəm  
bə ʔīŋglizi qsé bkəm  
yarí bkəm  
yarmətít biəm  
ʔīŋglizí ferbīm  
ʔís bkəm

17. Substitution Drill. Substitute for the underlined portion of the model sentence the words listed below:

Model: mîn ʔetwanîm yarmetît biem

ʔemdersé bîxwenîm  
 leré danišîm  
 bičîm bo suleymanî  
 ʔîš bîkəm  
 telefon bîkəm  
 dersekân amade bîkəm  
 welam-i pîrsyarekân biem  
 bičîm bo bazâr  
 kurdî bîxwenîm  
 yarî bîkəm  
 be kurdî qse bkem  
 ʔemʔîšé ferbîm

18. Izafa. Form izafa constructions of the following items:

<u>Nuclei</u>	<u>Modifiers</u>
metʔém	ʔemerikî
mektéb -i	báš
ʔutél	čák
pyáw	nîzík
řubár	

Example: metʔemek-i báš, metʔemek-í ʔemerikî, etc.

19. Verb Drill.-- conjugation. Give the mîn, to and ʔemé forms of the following verbs:

Example: ʔezanîm - mîn ʔezanîn, to ʔezanî, ʔeme ʔezanín.

a. ʔenusîm	b. ʔeləyt
ʔetwanîm	wérʔegrin
ʔekřîm	řázekey

ʔexwením	ʔedéynewe
ʔexwénmewe	ʔexóyn
memnún ʔebím	ʔekrít
ʔižekem	ʔexoynewe
təšekkúr ʔekem	ʔexwenít
ʔexómewe	čí ʔexoytewe

20. Verb Drill -- negative. Repeat the preceding drill changing all the verbs to the negative.

Example: ʔezaním - mîn názaním, to  
názani, ʔeme názanin.

21. Resumé -- English. Do the basic dialogue in Kurdish by pairs, each student taking each role in turn. Use the sentences below as a guide:

<u>Bob</u>	<u>Dara</u>
1. Good morning, Dara.	Good morning, Bob.
	2. Good morning, Bob. Please sit down.
3. As a matter of fact, I would like to go to the market a bit.	4. It is still early, sit down a little and then we'll go together to the market.
5. O.K.	6. Sit down and let's talk a little.
7. Very good.	8. What will you drink?
9. A cup of tea and some water.	10. O.K.
11. What do they call <u>this</u> place?	12. This is called a tea show. I want to ask you a question.
13. Go ahead, please.	14. I'd like to know where you learned Kurdish.
15. I learned it in school in America.	16. Well then, how is it that you are here?

17. I am an engineer and at present am working on the Derbendi Khan project; and what do you do?
18. I'm still a student in the fifty grade of secondary school, but I'd very much like to go to America next year to study.
19. Very good, I can help you.
20. I'll be much obliged.
21. But let us now go to the market.
22. Good, let's go.

22. Free conversation. Repeat the basic dialogue from memory in pairs, each time varying the words as desired as well as the order of the sentences.

## Lesson IV

### A. Basic Sentences

ders-i čwarém

le bazár

Fourth Lesson

At the Market

b: 1. bazarekè le kwéye.

Where is the market?

dúr

far

níye

it is not

dur níye

it is not far away

zòr dur níye

it is not very far away

ʔegéyn

we arrive

ʔestá ʔegəyn

we will soon arrive

ʔəwətá, zòr dur níye,

There it is, it isn't

ʔestá ʔegəyn.

very far away; we  
will soon be there.

bíkři [bíkřit]

that you buy (sg.)

šít

thing

ʔətəwé [ʔətəwét]

you want (sg.)

ʔətəwe šít bíkři

you want to buy  
something

bóči

why?

bòci ʔətəwe šít bíkři

Why? do you want to  
buy something?

d: 2. ʔəwətá, zòr dur níye,

There it is, it is not

ʔestá ʔegəyn. bòči

very far; we will soon

ʔətəwe šít bíkři?

be there. Why, do you  
want to buy something?

xənjér

dagger

bíkřim

that I buy

xənjérek bíkřim

that I buy a dagger

béle, həz ʔəkəm xənjérek

Yes, I'd like to buy

bíkřim.

a dagger.

	čúŋke	because
	ʔelén	they say
	xenjèr-i ʔeré	the daggers of this
	čákĭn	place
	xenjèr-i ʔere zór	they are good
	čakĭn.	the daggers of this
	čùŋke ʔelen xenjèr-i	place are very good.
	ʔere zór čakĭn.	Because they say that
		the daggers of this
		place are very good.
b:	3. béle, ḥèz ʔekem xenjerék	Yes, I'd like to buy a
	bĭkrĭm, čùŋke ʔelen	dagger, because they say
	xenjèr-i ʔere zór čakĭn.	that the daggers here
		are very good.
	baštĭr	better
	baštĭre	he/it is better
	le hemú baštĭre	it is better than all, is
		best of all
	le hemú xenjerek baštĭre	it is better than all
		other daggers
	kurdustán	Kurdistan
	xenjèr-i kurdustán	daggers of Kurdistan
	xenjèr-i kurdustán le	The daggers of Kurdistan
	hemú xenjerek baštĭre.	are better than any
		other daggers.
	ʔezané [ʔezanét]	he/she knows
	kés	person
	hemú kèsek	everyone
	hemú kèsek ʔezane	everyone knows
	wábzanĭm hemú kèsek	I believe everyone
	ʔezane	knows
	ké	that (conj.)
	řástø	it is true
d:	4. řástø, wábzanĭm hemú kèsek	That is right, I believe
	ʔezane kè xenjèr-i kurdustán	everyone knows that the
	le hemú xenjerek baštĭre.	daggers of Kurdistan are
		better than any other
		daggers.

	ʔəfrošé [ʔəfrošet]	he sells
	xənjér ʔəfroše	he sells daggers
	ʔəmpyawè xənjér ʔəfroše	this man sells daggers
b:	5. wère bá bčín bo ʔeré. wábzanīm ʔəmpyawè xənjér ʔəfroše.	Come, let's go to this place. I believe this man sells daggers.
	káke	Sir (vocative); title of respect for older brother or friend.
	xənjér-i bášit həye	you have good daggers
d:	6. kàke xənjèr-i bášit héye?	Do you have good daggers, Sir?
p:	7. béle, férmu.	Yes, please have a look.
	jwán	pretty, beautiful
	jwáne	it is pretty
	zór jwane	it is very pretty
b:	8. ʔémxənjèrè zór jwane.	This dagger is very pretty.
	bíkři [bíkřit]	that you (sg.) buy it
d:	9. ʔətewé bíkři?	Do you want to buy it?
	bíkřīm	that I buy it
b:	10. béle <u>h</u> éz ʔəkəm bíkřīm.	Yes, I'd like to buy it.
	čén [čénd]	how much? how many?
	čéŋe [čéndə]	how big is it? how many are they?
	be čéŋe	how much is it? what does it cost?
d:	11. kàke ʔémxənjèrè be čéŋe.	How much is this dagger, Sir?

	dinár	dinar (Iraqi monetary unit)
	be dú dinar	for two dinars
p: 12.	be dú dinare.	It is two dinars.
	gírán	expensive
	gíráne	it is expensive
	ʔewé	that
	ʔewé gíráne	that is expensive
	ʔewè zór gírane	that is very expensive
	yéni	it means
	yéni čì	What does it mean?
d: 13.	yéni čì, ʔewè zór gírane.	What do you mean? that is too expensive.
	čaktír	better
	čaktírín	the best
	čaktírìn xenjér	the best dagger
	čaktírìn xenjére	it is the best dagger
p: 14.	káke ʔemè čaktírìn xenjére.	But this is the best dagger, my friend.
	dinárek	a dinar
	ʔedéyn	we give
	dinárek ʔedəyn	we give a dinar
	dinárekīt ʔedəyne	we give you (sg.) a dinar
b: 15.	báše, dinárekīt ʔedəyne.	O.K., we'll give you one dinar.
	hélgrə	carry! take! (sg.)
	héligrə	take it!
p: 16.	báše, fèrmu héligrə.	Very well, please help yourself to it.

hélgĩrĩm  
kámyan  
b: 17. kámyan hèlgĩrĩm.

that I take  
which one of them?  
Which one of these shall  
I take?

ʔarezu  
xót  
ʔarezu-i xót  
ʔarezu-i xóte  
hérdukyan  
bášĩn  
hérdukyan bášĩn  
d: 18. ʔarezu-i xóte, hérdukyan  
bášĩn.

intention, choice  
yourself  
your choice  
it is your (own) choice  
both of them  
they are good  
both of them are good  
As you wish, they are both  
good.

hélʔegrĩm  
b: 19. báše, ʔemé hèlʔegrĩm.

I take  
O.K., I'll take this one.

řastí  
beřastí  
xenjèrek-i báše  
be řastí xenjèrek-i  
báše  
bó čí  
xenjèřit bočíye  
to xenjèřit bo číye  
d: 20. be řastí xenjèrek-i  
báše, bèlam názanĩm  
tò xenjèřit bó číye.

truth  
in truth, really, as a  
matter of fact  
it is a good dagger  
in fact, it is a good  
dagger  
for what? why?  
What do you want a  
dagger for?  
What do you want a  
dagger for?  
As a matter of fact, it  
is a good dagger, but  
I don't know what you  
want a dagger for.

	ʔəmewé [ʔəmewét]	I want
	bínerĩm	that I send it
	ʔəmewe bínerĩm	I want to send it
	řefíq	friend
	řefíqe	a friend
	řefíqekĩm	a friend of mine
	bò řefíqekĩm	to/for a friend of mine
b: 21.	ʔəmewe bínerĩm bo řefíqekĩm.	I want to send it to a friend of mine.
	řefiqekét	your friend (=that friend of yours)
d: 22.	řefiqekèt le kwéye.	Where is your friend?
b: 23.	le ʔemerikáye.	He is in America.
	ʔeme ʔutelekéye	this is the hotel
d: 24.	wàbzaniĩ ʔeme ʔutelekéye.	I believe this is the hotel.
	těšekkúřidekəm [těšekkúřit ʔəkəm]	I thank you
	zór těšekkùřidekəm	I thank you very much
	bážbu	it was good
	hátì [hátit]	you came (sg.)
	bážbu hati	it was good that you came
	be řastì bážbu hati	indeed, it was very good that you came
	legél	with
	legélma	with me
	bážbu hati legélma	it was good that you came with me
	bážbu hati legèlma	it was good you came
	bo bazár	with me to the bazaar
	be řasti bážbu hati	indeed it was good that
	legèlma bo bazár	you came with me to the market

- |                       |                        |
|-----------------------|------------------------|
| ɤəɣiná                | otherwise              |
| mémɤətwani            | I wasn't able (to),    |
| ɤəɣina némɤətwani     | I couldn't             |
| ɤémxənɤərəjwané       | otherwise I wouldn't   |
| ɤəɣina némɤətwani ɤém | have been able to      |
| xənɤərəjwané bíkrím   | this beautiful dagger  |
|                       | otherwise, I wouldn't  |
|                       | have been able to buy  |
|                       | this beautiful dagger. |
- b: 25. zór tšəkkùrídekəm. bə      Thank you very much. It  
řastì bážbu hati ləgəlma      was really good you came  
bo bazár, ɤəɣiná      with me to the market;  
némɤətwani ɤémxənɤərəjwané      otherwise I wouldn't  
bíkrím.      have been able to buy  
this pretty dagger.
- |                   |                        |
|-------------------|------------------------|
| héc               | any                    |
| héc říšek         | any work, job, task    |
| héc říšekitbu     | any work that you may  |
| bót               | have                   |
| bót bíkəm         | for you                |
| ɤamadém bot bíkəm | that I do (it) for you |
|                   | I am ready to do (it)  |
|                   | for you                |
- d: 26. məmnún. héc říšekitbu,      You're welcome. I am  
mín ɤamadém bót bíkəm.      ready to help you in  
anything that you may  
have to do.
- |                      |                           |
|----------------------|---------------------------|
| ɤəcím                | I go                      |
| ɤestà ɤəcím bo ɤutél | I'm going now to the      |
| ɤətbíním             | hotel                     |
| ɤewaré               | I see you (sg.)           |
| ɤewaré ɤətbíním      | evening                   |
|                      | I'll see you this evening |
- b: 27. tšəkkúr ɤəkəm. ɤestà      Thank you. I'll go now to  
ɤəcím bo ɤutél, bəlam      the hotel, but I'll be  
ɤewaré ɤətbíním.      seeing you in the  
evening.

- |        |                              |                              |
|--------|------------------------------|------------------------------|
|        | járe                         | for the time being           |
|        | jare xwá hafiz               | goodbye for now              |
|        | kewatá                       | then, in that case           |
|        | kewatà jare xwá hafiz        | then, goodbye for now        |
| d: 28. | báše, kewatà jare xwá hafiz. | O.K., then, goodbye for now. |
| b: 29. | xwá hafiz                    | So long.                     |

Sentence Resumé -- Kurdish

- b: 1. bazarekè le kwéye.
- d: 2. ewetá, zór dur níye restá wegəyn. boci  
etewe šit bikri?
- b: 3. béle, hēz ekem xenjerek bikrim, çūnke wēlen  
xenjēr-i wera zór çakīn.
- d: 4. rāste, wābzanim hemū kasek wezane, ke xenjēr-i  
kurdostān le hemū xenjerek baštīre.
- b: 5. wēre bā bčīn bo wera. wābzanim wempyawē xenjēr  
wefroše.
- d: 6. kake xenjēr-i bašit hēye?
- p: 7. béle, fērmu.
- b: 8. emxenjere zór jwane.
- d: 9. etewé bikri?
- b: 10. béle hēz ekem bikrim.
- d: 11. kake emxenjere be čēne.
- p: 12. be dú dinare.
- d: 13. yēni-čī, ewē zór gīrane.
- p: 14. kake wemé čaktirīn xenjere.
- b: 15. báše, dinārekīt wedayne.
- p: 16. báše, fērmu hēligre.
- b: 17. kamyān hēlgīrim.
- d: 18. warəzu-i xote, hērdukyan bašin.
- b: 19. báše, wemé hēlwegrim.

- d: 20. be řastí xenjèrek-i báše, bèlam názanĩm tò  
xenjèrĩt bo číyø.
- b: 21. ʔəməwe bĩnerĩm bo řefíqekĩm.
- d: 22. řefíqekèt le kwéyø.
- b: 23. le ʔəmerikáyø.
- d: 24. wàbzaniĩm ʔəmə ʔuteløkáyø.
- b: 25. zór tšèkkùrĩdøkəm. be řastì bážbu hati legèlma  
bo bazár, ʔəginà némʔətwani ʔəmxenjèrəjwanè  
bĩkrĩm.
- d: 26. məmnún. hēc řísekĩtbu, mĩn ʔamadém bòt bĩkəm.
- b: 27. tšèkkúr ʔəkəm. ʔestà ʔəčĩm bo ʔutél, bèlam  
ʔewaré ʔətbiniĩm.
- d: 28. báše, kəwatà jare xwá hafiz.
- b: 29. xwá hafiz.

## B. Additional Vocabulary

### Numerals:

yanzé	eleven	bistu pénj	twenty-five
dwanzé	twelve	bistu šés	twenty-six
syanzé	thirteen	bistu h́éwt	twenty-seven
čwardé	fourteen	bistu hést	twenty-eight
panzé	fifteen	bist nó	twenty-nine
šanzé	sixteen	sí	thirty
h́evvé [hevdé]	seventeen	siw yék	thirty-one
hěždé	eighteen	číl	forty
nozdé	nineteen	penjá	fifty
bíst	twenty		
bistu yék	twenty-one		
bistu dú	twenty-two		
bistu sé	twenty-three		
bistu čwár	twenty-four		

### Nouns:

báwk	father
kíċ	girl; daughter
kayéz	paper, sheet of paper
nusín	to write, writing; writings
xwendín	to read, reading
goraní	song; singing
wílát	country (the territory of a nation)
báy	garden

### Adjectives:

xóš	pleasant;
	delicious; good
tewáw	complete; accurate
řást	correct; truthful
pán	wide; broad
ʔasán	simple; easy

### Verbs:

ʔetwanín; ʔeméʔetwanin	we can; we can do this
ʔetbinín	we see you (sg.)
ʔamadé ʔebin	we will be ready
dérs ʔeleynewe	we teach
sèr-i ʔeré bíeyn [bídeyn]	that we visit this place
bílemewe	that I repeat; that I teach
goraní bíleyn	that we sing (a song)
bízani	that you know it (sg.)
bíneri	that you send it (sg.)
bíbini	that you see it (sg.)
bíkey	that you do it (sg.)

### C. Notes

1. Copula Suffix: Cín (Ref: 35; 55).

a. In the sentence, xenjèr-i ʔerè zór čakín, 'The daggers here are very good', čakín means '(they)are good' and consists of čak plus the third person plural suffix -ín. Other examples are básín, 'they are good'; nízíkin 'they are close by'; deŋtérín 'they are notebooks.'

b. The basic text illustrates that the bare noun may be singular or plural in meaning depending on the context. Accordingly, it may equally take a singular or plural verb. Compare the sentence in the preceding paragraph with the following sentences also taken from this lesson: *xenjêr-i kurdustân le hemî xenjerek bastîre*, where the bare noun *xenjêr* meaning "daggers" takes the singular suffix *-e*.

It may be that when the noun is singular the Kurdish speaker conceives of the items collectively as a class, while he makes it plural if he conceives of them more as individual items. In either case, the English translation is the same.

2. *ʔem...é* (this) (Ref: 74 ).

The envelope *ʔem...yé* occurs with words ending in vowels, the form for words ending in consonants is *ʔem...é*, as in

<i>ʔem<u>pyawé</u></i>	'this man'
<i>ʔem<u>xenjéré</u></i>	'this dagger'
<i>ʔem<u>dərsé</u></i>	'this lesson'

3. Possession. Compare the two sentences

*ʔeməwe bînerîm bo řefîqekîm.* 'I want to send it to  
a friend of mine.'

*řefîqekêt le kwéye.* 'where is your friend?'

To show possession, the Kurdish noun is normally followed by a suffixed article and a pronominal suffix. We have seen two pronominal suffixes, for *mîn* : *-îm* after consonants and *-m* after vowels (= *Cîm/Vm*), and for *tó* : *Cît/Vt*. The article may be definite (*-eké*) or indefinite (*-ek*), with a corresponding difference in meaning:

*řefîqekîm* 'a friend of mine'

*řefîqekém* 'my friend', 'the aforementioned friend  
of mine'

*xenjérekît* 'a dagger of yours'

*xenjerekét* 'your dagger'

*xenjerekánît* 'your daggers'

There are two notable exceptions to this construction: the word *náw* 'name' does not take an article, as *náwim* 'my name', *náwit* 'your name'; and kinship terms such as those for "mother" and "father" likewise do not take the article, as *báwkim* 'my father'.

4. Present tense -- Subjunctive. The subjunctive form of the verb is conjugated exactly like the indicative form as far as inflectional suffixes are concerned; the difference between these two moods is that the indicative verb takes the prefix *ʔe-*, while the subjunctive takes the prefix *bǐ-*. Compare the indicative and subjunctive forms for the following verbs:

*mín:* a. *ʔezaním* 'I know'

b. *hézekem bízaním* 'I'd like to know'

a. *ʔemé helʔegrím* 'I'll take this one.'

b. *kámyan helgrím [helbígrím]*. 'Which one shall I take?'

a. *tešekkúrekem*. 'Thank you.'

*tó:* b. *ʔamadém bòtbíkem*. 'I'm ready to do it for you.'

a. *čí ʔekři* 'What are you going to buy?'

b. *ʔetewe šít bíkři?* Do you want to buy something?'

*ʔemé:*

a. *paš hemí dersek muraʔeʔé ʔeken*. 'We'll have a review after every lesson.'

b. *kéy muraʔeʔè bkeyn?* 'When shall we have a review?'

	Indicative	Subjunctive
<i>mín</i>	<i>ʔekém</i>	<i>bíkem</i>
<i>tó</i>	<i>ʔekeyt</i>	<i>bíkeyt</i>
<i>ʔemé</i>	<i>ʔekéyn</i>	<i>bíkəyn</i>

This bĩ- is like the imperative prefix bĩ- (remember, however, that the imperative has its own distinctive inflectional suffixes) and, like it, is often omitted in conversational style. It also has the form bí- which includes a third singular direct object, as

mĩn:

a. hez ʔekem xenjérek bĩkřim. 'I'd like to buy a dagger.'

b. hezʔekem bĩkřim. 'I'd like to buy it.'

tó:

a. ʔetewe šít bĩkřĩ? 'Do you want to buy some things?'

b. ʔetewe bĩkřĩ? 'Do you want to buy it?'

The uses of the subjunctive form can be classified into two categories -- "dependent" and "independent" usage, according to whether or not the subjunctive form is automatically required by some preceding word.

Dependent usage: The verb is automatically and mechanically put in the subjunctive mood when it follows certain verbs, adjectives, particles, etc. The following examples have occurred so far:

a. after certain verbs:

hezʔekem bĩčĩm bo bazár. 'I'd like to go to the bazaar.'

hezʔekem bĩčĩm bo ʔemeriká bxwenĩm. 'I'd like to go to the States to study.'

hezekem bĩkřĩm. 'I'd like to buy it.'

ʔetwanĩm yarmetit bĩdem 'I can help you.'

ʔetewe šít bĩkřĩ? 'Do you want to buy something?'

ʔemewe bĩnerĩm bo řefíqekĩm. 'I want to send it to a friend of mine.'

b. after certain particles:

bá tòzek qsé bkeyn. 'Let's talk a little.'

bá bíčín bo bazár. 'Let's go to the bazaar.'

c. after certain adjectives;

ʔamadém bòt bíkəm. 'I'm ready to do for you (whatever needs to be done).'

It is difficult to attach a meaning to the dependent usage of the subjunctive. Indeed, the examples above show that the function here is a structural rather than a semantic one. That is, the subjunctive here is merely a kind of mechanical device to show that the verb is tied to or connected with that preceding expression.

Henceforth, such expressions which require the automatic use of the subjunctive will be identified in the build-ups by a "(fol. by subj.)."

Independent usage: When the subjunctive is not required by a preceding expression, then it is in contrast with the indicative, and has any of three meanings depending primarily on whether it occurs in a question or statement.

a. in questions:

kéy mʊrajəcé bkeyn? 'When shall we have a review?'

kámyan həlgírím 'Which one shall I take?'

čí bkəm 'What shall I do?'

b. in statements:

bə xér bəyt 'Welcome!' (Lit., 'may you come with well-being')

səlamətbi 'May you be safe.'

wá bzaním 'I believe' (Lit., [if] I know thus')

In questions the subjunctive in independent function requests approval, an opinion, etc., and is usually translated in English with "Shall I....?", "Shall we....?" etc.

In statements in independent usage the subjunctive is either a wish or hope ("may...", "I hope...") or implies the meaning "if".

Subjunctive forms in the build-ups are identified by an English translation with "that", as

bíkřim 'that I buy'

#### D. Exercises

##### 1. Substitution Drill:

Model: bazarekè lə kwéyə.

dɔkán	dəftér
mál	gúl
nán	rutél
kúr	xənjér
žín	mínál
kítéb	řubár
mektéb	pyáw

##### 2. Substitution Drill:

Model: zor dur níye.

nízík	řást
bás	jwán
gəwré	baštír
čák	gəwretír
zór	jwantír
təwáw	níziktír
nízim	durtír

### 3. Substitution Drill:

Model: ɤesta ɤegéyn

ɤěčin bo mektéb	ɤəmjumləy ɤeļeynewe
leser texté ɤemusín	ɤetbinín
nán ɤekřín	meɤna-i ɤemwišeyé
čá ɤexoynewe	ɤezanin
ɤemdersé ɤeļeynewe	ders-i seyém wەرɤegrin
ɤís ɤekeyn	yarmetí ɤedəyn
nán ɤexoyñ	ɤemé ɤexwenin
ɤetwanín wəlam-i	ɤamadé ɤəbin
ɤəmpírwyarané bídeynewe	

### 4. Word Formation Drill: (Suffixes)

A	B	C
<u>čák</u> 'good'	<u>čaktír</u> 'better'	<u>čaktírín</u> 'best'
báš		
gəwré		
bérz		
dúr		
zór		
nízík		
gírán		
rást		
məmnún		
ɤamadé		
təwáw		
nízīm		
jwán		
xós		

5. Substitution Drill:

Model: wèrè ba bċĭn bo ʔeré

dċrs bĭnusin	xenjċr bĭkĭrin
ʔemlapċreyċ bĭxwenin	kĭtebċkĀn bĭfrošin
ʔĭš bĭkeyn	goranĭ bĭleyĭn
sċr-i ʔerċ bĭċyn	dċrs-i kĭrdĭ bĭleyĭnċwċ
nĀn bĭxoyn	maĭlek-itĭr bĭbinin
ċĀ bĭxoynċwċ	dĀr bĭbĭrin
telefċn bĭkeyn	lerċ danĭšin
ʔemjumleyċ ferbin	

6. Substitution Drill:

Model: xenjċr-i bašĭt hċyċ?

ċĀ-i ċĀk	textċ-i řĀst
kĭtċb-i jwĀn	ċĀ-i baštĭr
qelċm-i bĀš	kĭtċb-i xoštĭr
dċftċr-i ċĀk	gĭl-i jwantĭr
dĭnĀr-i zċr	qelċm-i baštĭr
jċgĀ-i nĭzĭk	dċftċr-i ċaktĭr
dĀr-i gĭrĀn	jċgĀ-i nĭziktĭr
ʔutċl-i bĀš	dĀr-i gewrċtĭr
kaγċz-i pĀn	kaγċz-i pantĭr

7. Substitution Drill:

Model: ʔempyawċ xenjċr ʔefroše[t]

qelċm	kĭtċb
sċĀt	ċĀ
nĀn	kaγċz
ʔĀw	dċftċr
dĀr	textċ
gĭl	tebašĭr

8. Substitution Drill:

Model: ʔetewé bikři?

bífroši	bíxoytəwə
bízani	bíneri
bíbři	bíley
bíxweni	bíbini
bínusi	bíkey
bíxoy	

9. Substitution Drill:

Model: béle, héz ʔəkəm bikřim

bífrošim	bíxoməwə
bízanim	bínerim
bíbřim	bíləm
bíxwenim	bíbinim
bínusim	bíkəm
bíxom	

10. Round Drill: Use word lists of Drills 8 and 9.

A. ʔetewé bikři?

B. béle, héz ʔəkəm bikřim.

11. Substitution Drill:

Model: ʔəmxənjerè bə čéŋə

dəftér	səʔát
təbašír	čá
tələfón	texté
ʔís	dərgá
mál	jegá
gúl	qəlém
kaʔéz	

12. Substitution Drill:

Model: ʔəmxənjerè be dú dinarə

yék	panzé
dé	šanzé
yanzé	həvvé
ɖwanzé	həždé
syanzé	nozdé
čwardé	bíst

13. Round Drill: Use word lists of Drills 11 and 12.

Model: ʔəmxənjerè be čéŋə.

ʔəmxənjerè be dú dinarə.

14. Substitution Drill:

Model: ʔewə zór gĩranə

jwán	dúr
čaktír	təwáw
ʔasán	nĩzĩm
bérz	xós
nĩzík	řást

15. Substitution Drill:

Model: dinárekĩt Drill:

xenjér	čá
dérs	kařéz
nán	wə́lám
ʔíš	pyáw
kítěb	gúl

16. Substitution Drill:

Model: be řastí názanĩm ʔəm xenjéřet bo čiyə.

qə́lém	ʔíš
kítěb	telefón
dəftér	nusín

řefíq	xwendín
žín	dinár
kür	mektéb
kíč	pĩrsyár
pyaw	

17. Substitution Drill:

Model: ɤewe	<u>čaktĩrin</u>	čayxanéye
bás		gĩrán
gewré		jwán
bérz		xós
dúr		nĩzim
nĩzík		

18. Substitution Drill:

Model: ɤeme le hemù	<u>xenjèrek</u>	baštíre.
mál		mektéb
báy		kítéb
kíč		kayéz
serát		kúr
šeqám		

19. Substitution Drill:

Model: xenjer-i kurdustàn	hemú	xenjerek	<u>baštíre</u>
čák		gewré	
jwán		gĩrán	

20. Substitution Drill:

Model: <u>xenjer-i</u>	kurdustàn	le	hemú	<u>xenjerek</u>	baštíre
wĩlát				žín	
nán				mektéb	
bazár				řubár	
šew				gúl	
řóz				kúr	

21. Substitution Drill:

Model: kámyan hèlgĩrĩm

bĩnusĩm	bĩlemewe
bĩxom	bĩkem
bĩxomewe	bĩem
bĩkrĩm	bĩbrĩm
fėrbĩm	bĩfrošĩm
bĩxwenĩm	

22. Substitution Drill:

Model: ʔarezu-i xóte, hėrdukyan bašin

hersekyan	hernóyan
hėrcwaryan	herdéyan
hėrpenjyan	hemíyan
hėršešyan	hėrdukyan
hėrhewtyan	hėrsekyan
hėrheštyan	

23. Substitution Drill:

Model: ʔarezu-i xóte, hėrdukyan bašin

čák	dúr
jwán	ʔasán
xóš	tewáw
řást	nĩzík
pán	

24. Substitution Drill:

Model: báše, ʔemé helʔegrĩm

ʔebřĩm	ʔelém
ʔenusĩm	ʔexómewe
ʔekřĩm	ʔexóm
ʔetwanĩm	wérʔegrĩm
ʔezanĩm	fėrʔebĩm
ʔexwenĩm	dáʔexem
ʔefrošĩm	ʔekémewe

25. Substitution Drill:

Model: ɤeməwə bìnerĩm bo řefíqekĩm

bìkřĩm bo řefíqekĩm	le mətɤém bixom
bíbřĩm bo bawkĩm	le čayxəneké bixoməwə
le məktéb bìbinĩm	hélíbĩgrĩm
leser texté bĩnusĩm	lére danišĩm
ləm kítebé bixwenĩm	bíčĩm bó yané
bífrošĩm	

26. Substitution Drill:

Model: řefiqəkèt le kwéye.

žín	dár
kúr	telefón
mínál	kíteb
mál	nusín
dukán	dínár
kíč	pyáw
ɤís	welám
məktéb	báwk
qelém	

27. Round Drill: Use nouns of Drill 26 for the underlined portion.

Model:

- Q. řefiqəkèt le kwéye.  
A. řefiqəkəm le ɤəmerikáye.

28. Substitution Drill:

Model: bázbu hati ləgélma. ɤəgina némɤətwani

<u>ɤəmxənjərè</u> bìkřĩm	kurdí ferbĩm
ɤəmdərsé bĩnusĩm	telefón bĩkəm
ɤəmjumləyé bixwenĩm	nán bìkřĩm
welám-i ɤəmpĩrsyaré	sər-i ɤəmpyawé bĩəm
bĩdəməwə	čá bixoməwə
ɤís bĩkəm	qsé bkəm

29. Substitution Drill:

Model: be rasti bážbu

čák

xóš

jwán

řást

tewáw

zór

gírán

baštír

čaktír

gewré

nřízík

jwantír

xoštír

rasttír

gírantír

30. Resumé -- English

Bob

1. Where is the market?

3. Yes, I'd like to buy a dagger, because they say that the daggers here are very good.

5. Come, let's go to this place. I believe this man sells daggers.

8. This dagger is very pretty.

10. Yes, I'd like to buy it.

Dara

2. There it is, it is not very far; we will soon be there. Why, do you want to buy something?

4. That is right, I believe everyone knows that the daggers of Kurdistan are better than any other daggers.

6. Do you have good daggers, Sir?

7. Yes, please have a look. (p. responds)

9. Do you want to buy it?

11. How much is this dagger, Sir?

12. It is two dinars. (p. responds)

- |  |   |
|--|---|
| 13. What do you mean?<br>That is too expensive.  | 14. But this is the best<br>dagger, my friend.<br>(p. responds)                                     |
| 15. O.K., we'll give you<br>one dinar.   | 16. Very well, please help<br>yourself to it.<br>(p. responds)                                      |
| 17. Which one of these<br>shall I take?  | 18. As you wish, they are<br>both good.   |
| 19. O.K., I'll take this<br>one.   | 20. As a matter of fact, it<br>is a good dagger, but<br>I don't know what you<br>want a dagger for. |
| 21. I want to send it to<br>a friend of mine.  | 22. Where is your friend?   |
| 23. He is in America.  | 24. I believe this is the<br>hotel.   |
| 25. Thank you very much.<br>It was really good<br>you came with me to<br>the market; otherwise<br>I wouldn't have been<br>able to buy this<br>pretty dagger. | 26. You're welcome. I am<br>ready to help you in<br>anything that you may<br>have to do.            |
| 27. Thank you. I'll go<br>now to the hotel, but<br>I'll be seeing you in<br>the evening.   | 28. O.K., then goodbye<br>for now.  |
| 29. So long.   |   |

31. Free Conversation.

## Lesson V

### A. Basic Sentences

ders-i penjém

pyasè le naw šára

Fifth Lesson

A Stroll about Town

ɤewaré

ɤewaréí [ɤewaréɥ]

b: 1. ɤewaréí baš dára. (F)

d: 2. ɤewaréí baš. (R)

b: 3. čóni.

d: 4. čakím, selaméíbi.  
fərmu dáníše.

evening

your evening (sg.)

Good evening, Dara.

Good evening.

How are you?

I am well thank you;  
sit down please.

pyasé

pyasé bkem

ɤeməwé pyasé bkem

hez nákem

dánišim [dábinišim]

hez nákem danišim

hez nákem danišim čũŋkə  
ɤeməwə tòzek pyasé  
bkem.

walk; stroll

that I walk

I want to go for a  
stroll.

I don't like

that I sit down

I don't care to sit  
down.

I don't want to sit  
down, because I want  
to take a little  
stroll.

b: 5. be rastì hez nákem  
danišim čũŋkə ɤeməwə  
tòzek pyasé bkem.

As a matter of fact, I  
don't want to sit down  
because I want to take  
a little stroll.

járe

for the time being,  
first, just

d: 6. jare tozek dáníše, ɤinja  
pékəwə ɤécin bo pyasè.

Just sit down a little  
first, and then we  
will go for a stroll  
together.

dáʔenišin	we sit down
ʔegeréynəwə	we return, come back
ʔegereynəwə dáʔenišin	we'll come back and sit down
dwaí	afterwards
dwaì ʔegereynəwə dáʔenišin	We'll come back and sit down afterwards.
wěre pyasé bkeyn	Come let's take a stroll
tóš	you too (sg.)
hèzʔekeyt tóš wěre pyasé bkeyn dwaì ʔegereynəwə dáʔenišin.	If you like, you come for a stroll too and then we'll come back and sit down.
dírén	late
dírén ʔebet	it will be late, it will get late
ʔéger	if
ʔeger dáníšīm dírén ʔebe[t]	If I sit down it will get late.
b: 7. ʔeger dáníšīm díráy ʔebe. hèz ʔekeyt tóš wěre pyasé bkeyn, dwaì ʔegereynəwə dáʔenišin.	If I sit down, I'll be late. If you like, you come for a stroll too and when we come back we can then sit down.
míniš	I too
míniš hēz ʔəkəm pyasé bkəm.	I'd like to take a stroll, too.
d: 8. bášə ba bíčín; míniš hēz ʔəkəm tózek pyasə bkəm.	Fine, let's go; I too would like to go for a short walk.
lá	side
kám la	what side?
bo kám la	to which side? in what direction?
b: 9. bo kám la bíčín?	Which way shall we go?

	šeqám	street
	kawé	Kawa (a Kurdish hero)
	šeqam-i kawé	Kawa street
d: 10.	ba bíčín bo šeqám-i kawé.	Let's go to Kawa Street.
b: 11.	zór baše, férmu.	Very good, let us go.
	pišánít bídēm	that I show you
	šeqám-i kawét pišán	that I show you Kawa
	bídēm	street
	ʔezaní [ʔezaní]	you know (sg.)
	ʔezaní bòči	do you know why?
d: 12.	ʔezaní bòči hēz ʔekēm	Do you know why I'd like
	šeqam-i kawèt pišán	to show you Kawa
	bídēm.	street?
b: 13.	néʔ. bočí.	No. Why?
	jwáne	it is beautiful
	pán	wide
	páne	it is wide
	pánew jwáne	it is wide and
	tazé	beautiful
	tazéyew pánew jwáne	new; fresh
	zór tazeyew pánew jwáne	it is new, wide and
	ʔemšeqamè zór tazeyew	beautiful
	pánew jwáne.	it is very new, wide
		and beautiful
		This street is very new,
		wide and beautiful.
d: 14.	čúŋke ʔemšeqamè zór	Because this street is
	tazeyew pánew jwáne.	very new and wide and
		beautiful.
	ʔebé [ʔebét](fol.by subj.)	it is necessary, must
	bé [bíbet]	that he/it be
	ʔebé šeqám-i kawé be	it must be Kawa Street
b: 15.	ʔemé ʔebe šeqám-i kawé be.	<u>This</u> must be Kawa Street.

	<p> <math>\text{wemé } \check{\text{seqàm-i kawéye}}</math>  <math>\check{\text{cón}}</math>  <math>\check{\text{cónít zani}}</math>  <math>\check{\text{cónít zani wemé } \check{\text{seqàm-i kawéye.}}</math> </p>	<p> this is Kawa Street  how?  how did you know? (sg.)  How did you know that  this is Kawa  Street? </p>
d: 16.	<p> <math>\text{béle. } \check{\text{cónít zani wemé}}</math>  <math>\text{seqàm-i kawéye.}</math> </p>	<p> Yes. How did you know  that this is Kawa  Street? </p>
	<p> <math>\text{dyáre}</math>  <math>\text{tazé dyare}</math>  <math>\text{wemseqamé tazé dyare}</math> </p>	<p> it seems, it appears  it appears to be new  this street seems to  be new </p>
b: 17.	<p> <math>\check{\text{čunke wemseqamé tazé}}</math>  <math>\text{dyare.}</math> </p>	<p> Because this street  looks new. </p>
	<p> <math>\check{\text{sár}}</math>  <math>\text{lémšaré}</math>  <math>\text{tazetírín}</math>  <math>\text{wemé tazetírín } \check{\text{seqáme}}</math>  <math>\text{lémšarè}</math>  <math>\text{wezání, wemé tazetírín}</math>  <math>\check{\text{seqáme lémšarè}}</math> </p>	<p> city, town  in this city  the newest  this is the newest  street in this  city  You know, this is the  newest street in  this town. </p>
	<p> <math>\text{dírěž}</math>  <math>\text{dírěže}</math>  <math>\text{pán}</math>  <math>\text{páne}</math>  <math>\text{pánew dírěže}</math>  <math>\text{wewé}</math>  <math>\text{wewěš}</math>  <math>\text{legél wewěša [legél}</math>  <math>\text{wewěšda]}</math>  <math>\text{legél wewěša wemseqamé}</math>  <math>\text{zór pánew dírěže}</math> </p>	<p> long  it is long  wide  it is wide  it is wide and long  that (thing)  that too, that also  in addition to that  also  In addition to that,  this street is quite  wide and long. </p>

	řázekey [řást ʔekeyt]	you tell the truth, you are right
d: 18.	řázekey, legél ʔeweša ʔemšeqamé zór pànew dĩrèže. ʔezaní, ʔeme tazetĩrìn šeqáme lèmsare.	You are right; also, this street is very wide and long. You know, this is the newest street in this town.
	wá šeqam-i wà šeqam-i tazè-i wá šeqam-i tazè-i wa hèye šeqam-i tazè-i wa héye lèmsarè	thus, so, like this; of this kind street like this new street like this there are new streets of this kind there are new streets like this in this town
b: 19.	čén šeqam-i tazè-i wa héye lèmsarè.	How many new streets are there like this in this town?
	tenhá tenhà ʔemšeqamé tenhà ʔemšeqametazéyé heyè sál ʔímsal ʔekré[t] drústʔekret ʔímsal drúst ʔekret ʔímsal dú šeqam drúst ʔekret ʔímsal dú šeqàmè-i tazé drúst ʔekret	only only this street there is only this new street year this year it is/will be made it is/will be constructed it will be constructed this year two streets will be constructed this year two new streets will be constructed this year

- d: 20.    ʔesta tenhà ʔemšeqametazəyé    Now there is only this  
             heyə; belam ʔimsal dú            new street, but this  
             šeqàm-i tazə-itír drùst            year two other new  
             ʔekret.                                streets will be  
     constructed.
- gewré                                large  
             dukan-i gewré                        large shops  
             dukan-i gewrèw tazè                new and large shops  
             dukan-i gewrèw tazè-i               many new and large  
     shops  
             zór  
             dukàn-i gewrèw tazè-i zór        there are many new  
     and large shops  
             heyə  
             lesèr ʔemseqamé                        on this street  
             dukàn-i gewrèw tazè-i                there are many new and  
     large shops on this  
     streets  
             ʔemšeqamé  
             dérʔekewe[t]                            it appears; it seems  
             wá derʔekewe[t]                        it so appears
- b: 21.    wá derʔekewe dukàn-i            It seems that there are  
             gewrèw tazè-i zór heyə            many large and new  
             lesèr ʔemšeqamé.                    shops on this  
     street.
- bax [baɣ]                                garden  
             ʔəwbaxé                                that garden  
             ʔəwbaxəgewrəyé                        that large garden  
             giští                                    the public (noun)  
             bax-i giští                                the Public Garden  
             bax-i gištíye                            it is the Public Garden
- d: 22.    ʔəwbaxəgewrəyé bax-i            That large garden is the  
             gištíye.                                Public Garden.
- b: 23.    wá derʔekewe, baxek-i            It seems that it is a  
             zór gewrəw jwáne.                    very large and  
     beautiful garden.

	pĩř (lɐ)	full (of)
	pĩřɐ	it is full
	dár	trees
	dĩréxt	trees (in general)
	dáru dĩréxt	all kinds of trees
	pĩřɐ lɐ dáru dĩréxt	it is full of trees
	dáru dĩréxtu gúl	trees and flowers
	béle, baxek-i zór jwanɐ	Yes, it is very beautiful.
d: 24.	béle, baxek-i zór jwanɐ pĩřɐ lɐ dáru dĩréxtu gúl.	Yes, it is a very beautiful garden and it is full of all kinds of trees and flowers.
	ɤetwaní[t]	you can
	ɤeger ɤetwaní[t]	if you can
	sér ɤěeyn [sér ɤedeyn]	we pay a visit
	pèkewɐ sérɤěeyn	we will pay a visit together
	ɤeware pèkewɐ sérɤěeyn	we will pay a visit together in the evening
	ɤeware pèkewɐ sérɤěeyn	we'll visit it together in the evening
b: 25.	ɤeger ɤetwaní, ɤeware pèkewɐ sériɤěeyn.	If you can, we will pay it a visit this evening.
d: 26.	sér-i kwé ɤedeyn.	What place are we visiting?
	ɤelém	I say
b: 27.	ɤelém, ɤeger héz ɤekeyt ɤeware sèr-i bàx-i gĩští ɤěeyn.	I mean, if you like the idea, we will visit the Public Garden this evening.
d: 28.	zór bašɐ.	Very good.

Sentence Resume -- Kurdish

- b: 1. ʔewaréi baš dára.  
d: 2. ʔewaréi baš.  
b: 3. čóni.  
d: 4. čakim, selaméibi. fermu daniše.  
b: 5. be řastî hez nâkem danišim çünke ʔemewe tózek pyasé bkem.  
d: 6. jare tozek daniše, ʔinja pékewe ʔecin bo pyasè.  
b: 7. ʔeger danišim dîreŋ ʔebe. hez ʔekeyt tós weře pyasé bkewn, dwai ʔegereynewe dáʔenišin.  
d: 8. baše ba bičin, mîniš hez ʔekem tózek pyase bkem.  
b: 9. bo kâm la bičin?  
d: 10. ba bičin bo šeqâm-i kawé.  
b: 11. zór baše, férmu.  
d: 12. ʔezanî boçi hez ʔekem šeqam-i kawèt pişân bîdem.  
b: 13. néʔ. boçî.  
d: 14. çünke ʔemšeqamè zór tazeyew pânêw jwáne.  
b: 15. ʔemé ʔebe šeqâm-i kawé be.  
d: 16. béle. čónit zani ʔemè šeqâm-i kawéye.  
b: 17. çünke ʔemšeqamè tazé dyare.  
d: 18. řázekey, legél ʔeweša ʔemšeqamé zór pânêw dîrèže. ʔezanî ʔeme tazetîrîn šeqáme lêmšare.  
b: 19. čên šeqam-i taze-i wa héye lêmšarè.  
d: 20. ʔesta tehnà ʔemšeqametazeyé heyê; belam ʔimsal dú šeqâm-i taze-itîr drust ʔekret.  
b: 21. wá derʔekewe dukân-i gewrêw tazê-i zór heyê lesêr ʔemšeqamé.  
d: 22. ʔewbaxegewreyé bax-i giştíye.  
b: 23. wá derʔekewe, baxek-i zór gewrêw jwáne.  
d: 24. béle, baxek-i zór jwanew piře le dâru dîrêxtu gúl.  
b: 25. ʔeger ʔetwanî, ʔeware pékewe séri ʔeîeyn.  
d: 26. sêr-i kwé ʔedeyn.

b: 27. ʔelém, ʔeger héz ʔekeyt ʔeware sèr-i bàx-i gǐstí  
ʔeǐeyn.

d: 28. zór baše.

## B. Additional Vocabulary

### Numerals:

penjaw yék	fifty-one	newéi [newéd, newét]	ninety
penjaw dú	fifty-two		
šést	sixty	séi, sed [set]	one hundred
heftá	seventy	hétid	etcetera, and so
heštá	eighty		forth
		sèdu yék, dú, hétid	hundred and one, two, etc.

### Days of the week:

šemé	Saturday	čwaršemé	Wednesday
yekšemé	Sunday	penjšemé	Thursday
dušemé	Monday	jumé	Friday
sešemé	Tuesday		

### Nouns:

žúr	room	gwé	ear
báx [bax]	garden	dé (pl., dehát)	village
gǐstí	the public, all the people	ré	road; path; highway
		řu	face; facet
mú	hair (of animals)	sinemá	cinema, the movies

### Adjectives:

rást	straight	durudréž	very large, very big
kón	old (for things)		

# Verbs:

xóš ʔekre[t]	it is/will be made more pleasant
báš ʔekre[t]	it is/will be improved
pán ʔekre[t]	it is/will be widened
dīréž ʔekre[t]	it is/will be lengthened
jwán ʔekre[t]	it is/will be embellished, beautified
řást ʔekre[t]	it is/will be corrected, straightened
təwáw ʔekre[t]	it is/will be completed
zór ʔekre[t]	it is/will be increased (in quantity)
gewré ʔekre[t]	it is/will be enlarged
čák ʔekre[t]	it is/will be repaired, improved
gírán ʔekre[t]	it is/will be made more expensive
ʔasán ʔekre[t]	it is/will be simplified
memnún ʔekre[t]	he is/will be pleased, gratified
xoštír ʔekre[t]	it is/will be made even better
pantír ʔekre[t]	it is/will be made even wider
dīrežtír ʔekre[t]	it is/will be made even longer
jwantír ʔekre[t]	it is/will be made even more beautiful
gewretír ʔekre[t]	it is/will be made even larger

## C. Notes

1. The Definite Suffix (Ref. 37; 56 ).

The form of the definite suffix occurring after consonants, -əké, is given in Lesson One; when it is added to a word ending in a vowel, it has any of several different shapes, depending on the preceding vowel.

After -a, -e, and -ə the definite suffix has the shape -ké, as

jegá 'place'	-	jegaké 'the place'
dé 'village'	-	deké 'the village'
təxté 'board'	-	təxtəké 'the board'

If the word ends in -i, the situation is more complicated: the final -i disappears and the suffix has the form -eké, as

yarí 'play, game' - yareké 'the game'

ʔemerikí 'American' - ʔemerikeké 'the American'

With words ending in -u, there are two possibilities: (1) the final -u and -eké may simply be joined together giving -ueké, as

ʔarazú 'choice' - ʔarazuéké 'the choice'

or (2), especially in monosyllables, -u and -eké combine to form -oké, as

mú '(animal) hair' - moké 'the hair'

## 2. The Suffix -iš 'also'.

The two forms of the suffix Ciš/Vš are exemplified by the words mīnīš 'I also' and tós 'you also'. Basically the suffix means 'also, too'; as mīnīš ʔezanīm 'I know too.' In some contexts, however, where an opposition between two parties is involved -iš often means 'on the other hand', 'for (his, my, etc.) part', as nawīm bábe. 'My name is Bob.' mīnīš nawīm daráye '(as for me) my name is Dara.'

## 3. Izafa of Definite Nouns (Ref. 75 ).

Lesson III defines and describes izafa -i- used with indefinite nouns, as xenjer-i bás, šeqám-i wa; in this lesson we see that izafa has the form -e- when it occurs with a definite noun, as in ʔemšeqametazeyé 'this new street.' (ʔem...ye 'this'; šeqám 'street'; taza 'new'; -e- izafa).

A noun is "definite" if it includes the envelope ʔem...é 'this' or ʔew...é 'that', as in the previous example, or if it and its following modifying adjective have the definite suffix -eké, as

šeqametazeké 'the new street'

šeqametazekán 'the new streets'

More examples:

ɔ̀mdukanəgewreyé 'this big shop'  
 dɔ̀kanəgewrəké 'the big shop'  
 ɔ̀wbaxəgewreyé 'that big garden'  
 baxəgewrəké 'the big garden'

#### D. Exercises

1. Word formation: the Definite Suffix -əké.

Model -a jegá 'place' jegaké 'the place' jegakán 'the places'

-a + -ké čá  
 lá  
 məɲá  
 ɔ̀ɪmlá  
 dergá  
 mamwestá

Model -e gwé 'ear' gweké 'the ear' gwekán 'the ears'

-e + -ké dé  
 řé  
 mé  
 twé

Model -e texté 'black board' texteké 'the black board' textekán 'the black boards'

-e + -ké pĩrožé  
 qsé  
 lapəřé  
 murajəɣé  
 cayxané  
 yané  
 ɪɔ̀mlé  
 penjəré  
 wĩšé  
 pyasé

Model -u ʔarazú 'choice' ʔarazùeké 'the choice' ʔarazùekán 'the choices'

-u+ -eké tú  
 ǎú  
 bǎú  
 fú  
 pelú

Model -i yarí 'play' yareké 'the play' yarekán 'the plays'

-i+ -eké  
=eké yarmetí  
 ʔeraní  
 ʔermení  
 surí  
 ʔiraqí  
 qutabí  
 goraní  
 ǎrastí

Drill: Read the following with the article, singular and plural.

- |           |             |              |
|-----------|-------------|--------------|
| 1. jegá   | 6. yarmetí  | 11. dé       |
| 2. gwé    | 7. ʔeləmaní | 12. mamwestá |
| 3. yarí   | 8. ǎú       | 13. goraní   |
| 4. ʔarazú | 9. čá       | 14. tú       |
| 5. texté  | 10. čayxané | 15. jumlé    |

## 2. Substitution Drill:

Model: ʔəməwə pyasé bkəm

nán bǐkřím	məɳná-i ʔəmwišəyé bǐzaním
nán bǐxom	ləgəl to qsé bkəm
čá bǐxoməwə	bǐčím bo máləwə
dérs bǐnusím	bǐčím bo xinemá
xənjérek bǐkřím	bǐčím bo bàɣ-i gǐstí

lapeře yók bǐxwenǐm  
welam-i ʔèmpĩrsyaré  
bǐdewewə  
ʔèmkǐtebé bǐfrošǐm

sèr-i mamwəstá bǐdəm  
teləfón bǐkəm

3. Substitution Drill:

a- Model: jare tòzek dánišə

bǐnuse

bǐxwenə

bǐxorewə

bǐzane

bǐkə

bǐbře

bǐkře

bǐfrošə

fərbə

hélbǐgrə

b- Model: jare tòzek dánišǐn

bǐnusǐn

bǐxwenǐn

bǐxonewə

bǐzanǐn

bǐkən

bǐbrǐn

bǐkřǐn

bǐfrošǐn

fərbǐn

hélbǐgrǐn

5. Substitution Drill:

Model: ʔinja pékewə ʔəčin

ʔəxóyn

ʔəxwenín

ʔəzanín

ʔənusín

ʔəkrín

ʔətwanín

férʔəbin

wérʔəgrin

gwéʔəgrin

héliʔəgrin

5. Verb formation drill:

a- <u>mín</u>	<u>tó</u> 'to you'	<u>ʔemé</u> 'we'
ʔečím	ʔečít	ʔečín
ʔekřím	ʔekřít	ʔekřín
ʔezaním	ʔezanít	ʔezanín
ʔexwením	ʔexwenít	ʔexwenín
ʔenusím	ʔenusít	ʔenusín
ʔetwaním	ʔetwanít	ʔetwanín
ʔebřím	ʔebřít	ʔebřín
ʔexóm	ʔeróyt	ʔexóyn
ʔekém	ʔekéyt	ʔekéyn
ʔelém	ʔeléyt	ʔeléyn
ʔexóməwə	ʔexóytəwə	ʔexóynəwə
ʔeléməwə	ʔeléytəwə	ʔeléyəwə
xedéməwə	ʔedéytəwəw	ʔedéynəwə
hélʔegrīm	hélʔegrit	hélʔegrin
wérʔegrīm	wérʔegrit	wérʔegrin
gwéʔegrīm	gwéʔegrit	gwéʔegrin
férʔəbīm	férʔəbit	férʔəbin
dáʔənišīm	dáʔənišit	dáʔənišin

b- Repeat the verbs above in the negative.

Example: mín náčím, to náci, ʔemə nácin.

6. Word formation drill:

<u>mín</u>		<u>míniš</u>	
pyáw		Example: pyáwiš	'men also'
kúr	šeqám	xwendin	kúrd
kíč	mektéb	nusín	břín
žín	bazár	dér	dár
kítéb	sál	ʔíš	pexšán
qelém	řefíq	ʔutél	jemál
nán	welám	ʔeréb	jenét

b- <u>tó</u> 'you'	<u>tóš</u> 'you also'
ʔewé	Example: ʔewéš 'you also'
beyá	dergá
čá	ʔímro
xwá	hĩndí
jegá	ʔemwišeyé
qsé	ʔemmĩnalé
ʔımlá	ʔewaré

c- Mixed up:	
mín	kĩtebəkán
tó	kĩtebəkántan
ʔeré	mecná
qelém	muhendís
pĩrsyarekán	goraní
kítěb	ʔemgoraniyé
kĩtebəké	báy
kĩtebəkét	ʔembayané

## 7. Substitution Drill:

Model: héz ʔekeyt pyasé bkeyt 'Would you like to go for a walk?'

bĩnusit	
bĩbinit	bĩxoyt
bĩčit	bĩleyt
bĩkřit	dánišit
bixwanit	férbit
bĩzanit	beyt

## 8. Substitution Drill:

Model: bo kám la bĩčín

jegá	dukán
mál	čayxané
mektéb	ʔutél

metšém	řubár
dérs	řís
síníf	pírožé
žúr	báy

9. Substitution Drill:

Model: ʔezanì bóčì héz ʔekem bíčim bo ʔewšeqamé

xenjér bīkrīm	bītbinīm
dérs bixwenīm	ser-i mektéb bīem
ʔemwišeyé bīzanīm	dár bībrīm
ʔemkitebé bīfrošīm	telefón bīkem
kordí ferbīm	ʔemdersé bīzanīm
tozek dánīšīm	

10. Substitution Drill:

Model: čųke ʔemšeqamè zór tazeyéw pánew jwáne

čák	berztír
bérz	rasttír
nízīm	đurtír
řást	baštír
dúr	nīziktír
jwantír	nīzík
čaktír	

11. Substitution Drill:

Model: ʔemè ʔebe kawé be

jemál	ʔuteleké
jenét	dinareké
kerím	bayeké
tám	kayezeké
mīnaléké	bazár
kuřeké	mektéb
kíčeké	metšém
žīneké	

12. Substitution Drill:

Model: ɾemè ɾebe šeqàm-i kawé be  
 dukán ɾís kák kayéz  
 mál dēŋ gúl  
 bazár žín welám  
 mektéb kūr mĩnāl  
 seát kíč nusĩn  
 dinár pyáw telefón  
 řefíq ɾutél báɾ

13. Round Drill: Use word list of drill 12.

Model: 1. ɾeme ɾebe šeqàm-i kawé be.  
 2. béle, ɾeme šeqam-i kaweyé.

14. Substitution Drill:

Model: ɾemé tazetĩrĩn šeqáme lèmsare  
 xós jwán  
 nĩzík dīréž  
 řást kón  
 pán bás  
 čak dúr

15. Substitution Drill:

Model: čēŋ šeqam-i tazè-i wa hèye lémšare  
 nĩzík jwán  
 xóš dīréž  
 řást kón  
 pán bás  
 čak dúr

16. Substitution Drill:

Model: tēnhà dú šeqam-i tazè-i hèye lémšare.  
 čwár panzé  
 bíst šanzé

bístu penj	həvvé
yanzé	heždé
dwanzé	nozdé
syanzé	sí
čwardé	

17. Word formation drill:

<u>A</u>	<u>B</u>	<u>C</u>
šeqám 'street'	ʔəmšeqamé 'this street'	ʔəmšeqametazeyé 'this new street'
deftér		
kítéb		
qelém	šés	ʔutél
mál	číl	xənjér
dár	kaɣéz	
gíl	wílát	
yék	báy	
čwár	řefíq	
pénj	nán	

18. Substitution Drill:

Model: tənə ʔəmšeqametazeyə héyə

malə gəwre	kaɣeze dīrež
kítebe taze	baɣe dur
kuře baš	nane xoš
ʔutele čak	metɾemə nīzik
šeqame řast	deftere jwan
qeləmə čak	xenjere kon

19. Substitution Drill:

Model: ʔímsal drust ʔəkret

xós	čák
báš	gírán
pán	məmnún

dĭréž	xoštĭr
jwán	pantĭr
řást	dĭrežtĭr
tewáw	jwantĭr
zór	gewretĭr
gewré	ʔasán

20. Substitution Drill.

Model: ʔimsaḷ dú šeqam-i taze-itĭr drùst ʔekret

pán	jwán
dĭréž	čák
xóš	řást
báš	nĭzík

21. Substitution Drill:

Model: dukan-i gewrəw taze-i zór heyə lere

pánu dĭréž	dĭréžu pán
dúru nĭzík	gewréw xóš
bášu xóš	čáku báš
tazéw čák	nĭzíku čák
jwánu pán	zóru dúr

22. Substitution Drill:

Model: wá derʔekewet bayek-i zór gewrəw jwáne

čák	jwán
xóš	čák
báš	xóš
nĭzík	báš
pán	nĭzík
dĭréž	pán
dúr	dĭréž
tewáw	dúr
jwán	tewáw

23. Substitution Drill:

Model: pîre le dáru dîréxt

žín	pyáw
kúr	kíč
dukán	bazár
mál	báy
metśém	rutél
dəftér	kítéb
qəlém	kayéz
mektéb	mamwestá
surí	lubnaní
řefíq	bírá

24. Substitution Drill:

Model: ser-i kwé ʔeïəyn

baγ-i	giští	čayxané
šeqam-i	kawé	dərbeŋ-i xán
rutel-i	sirwán	pərixán
mal-i	mamwestá	jega-i tazé
mektəb-i	sanewí	bəyá

25. Resumé -- English

Bob

Dara

1. Good evening, Dara.

2. Good evening.

3. How are you?

4. I am well thank you;  
sit down please.

5. As a matter of fact, I  
don't want to sit down  
because I want to take  
a little stroll.

6. Just sit down a little  
first, and then we  
will go for a stroll  
together.

- |  |   |
|--|---|
| 7. If I sit down, I'll be late. If you like, you come for a stroll too and when we come back we can then sit down. | 8. Fine, let's go; I too would like to go for a short walk.   |
| 9. Which way shall we go?  | 10. Let's go to Kawa Street.  |
| 11. Very good, let us go.  | 12. Do you know why I'd like to show you Kawa Street?   |
| 13. No. Why?   | 14. Because this street is very new and wide and beautiful.   |
| 15. <u>This</u> must be Kawa Street.   | 16. Yes. How did you know that this is Kawa Street?   |
| 17. Because this street looks new.   | 18. You are right; also, this street is very wide and long. You know, this is the newest street in this town. |
| 19. How many streets are there like this in this town?   | 20. Now there is only this new street, but this year two other new streets will be constructed.               |
| 21. It seems that there are many large and new shops on this street.   | 22. That large garden is the Public Garden.   |
| 23. It seems that it is a very large and beautiful garden.   | 24. Yes, it is a very beautiful garden and it is full of all kinds of trees and flowers.                      |
| 25. If you can, we will pay it a visit this evening.   | 26. What place are we visiting?   |
| 27. I mean, if you like the idea, we will visit the Public Garden this evening.                                    | 28. Very good.  |

REVIEW: LESSONS 1 to 5

(muraǰešé le dērs-i yékewê ta penj)

- b. 1. róz baš.  
d. 2. róz baš. čóni? čáki šukùr?  
b. 3. selamétbi.  
d. 4. wáderxekewe dērs-i kurdí xeweni.  
b. 5. béle; be řastî kurdi báš ferbum, čunke xestá  
xetwanîm hemú jumleyek bîxwenîm.  
d. 6. zór čakê, xeger hemú řožek kurdî bîxweni  
baštîriš ferxebi.  
b. 7. xezani řož-i šemmé xčîm bo derbêñ-i xán.  
d. 8. čón! tenha xímro lere xebi?  
b. 9. béle, tenha xímro lere xebîm. belam jare héz  
xekem ser-i mektēb-i sanewî bîem.  
d. 10. jare ba tōzek lēmčayxanəyê dānišin xinja dwaî  
pékewê xčîn bo mektēb.  
b. 11. fērmu ba danišin.  
d. 12. xeger náçit bo jegayek-itîr hēzxekem ximšew pékewê  
le yane nán bîxoyn.  
b. 13. tenégəyštîm, tkà xekem bîlerewê.  
d. 14. xelēm xeger hēz xekəy ximšew pékewê xčîn bo yane  
nán xexoyn.  
b. 15. bāse, mēmnūniš xebîm.  
d. 16. zór čakê; mîn tozek-itîr xčîm bo máləwê, belam  
xewarê ser-i xuteləkê xedem xinja pékewê xčîn  
bo yané.  
b. 17. jàre mîn xebe bîčîm bo mektēb.  
d. 18. bo čí xetəwé bîçit bo mektēb.  
b. 19. hēz xekem mamwesta jórj bîbinîm.

- d. 20. bočí wa nákeyt; ʔewe mamwesta jòrj leréye.
- b. 21. řož baš mámwesta.
- j. 22. řož baš bab; bážbu hati, ʔeger ʔarezú ʔekeyt ʔestá  
ʔečin kítebekán ʔekřin.
- b. 23. férmu ba bíčín ěezʔekem ʔímro kítebekàn bíkřím  
čũŋke sbéyne ʔečím bo derbeŋ-i xán.
- j. 24. ěez ʔekey číkítebek bíkřit.
- b. 25. čẽŋ kítebek-i kordí-báš ʔekřím.
- j. 26. zór čake.
- d. 27. wábzaním mĩn ʔebe bílem xwà ěafíz čũŋke ʔebe  
ʔestà bíčím bo málowe, belam ʔewaré le  
ʔuteleké ʔetbĩním.
- b. 28. báše. xwá ěafiz.
- d. 29. xwà ěafíz.

COMPOSITION (Written or Oral)

A. Shopkeeper

1. Good morning. Come in.
2. Yes. There they are.
3. It is three dinars.
4. Yes, this one also is very good and it is not very expensive.
5. As you wish, both are new and good.
6. Are you studying Kurdish?
7. Very good. Where is your friend?
8. Shall I send this to your friend in Baghdad?
9. Where do you work? ("Where is your work?")
10. What do you teach?
11. Goodbye.

B. Customer

1. Good morning. Do you have Kurdish books?
2. This seems to be a good book. How much is it?
3. Oh, that's very expensive. Are there other books?
4. Which one shall I buy?
5. Good, I'll take this one. Please write the name of this book in English.
6. No, I want to send this to a friend in Baghdad.
7. Next to the Baghdad Hotel. I don't know the name of the street.
8. Yes, please. Thank you very much. He is a teacher at the new school project. The name of the school is written here.
9. I work in Kirkuk. I am a teacher too, but I am now visiting the Derbendi Khan project.
10. I teach English. Goodbye.

## LESSONS 1-5: GRAMMATICAL SUMMARY

### 1. Stress

#### A. Lexical Stress

When a word is pronounced alone -- that is, not in a phrase or sentence -- it is always stressed in a characteristic fashion. Examples:

gəwré

bazár

mamwəstá

bélam

čáki                      'you are well' but      čakí      'goodness'

This stress, which is inherent in the word and serves to distinguish one word from another, is called lexical stress. Two degrees of stress are involved, one louder and one weaker. The louder or strong stress is called "primary stress" and is marked by an acute accent ' , as in bazár. The weaker stress is simply left unmarked, as the first syllable of bazaar. This weak stress we will call "tertiary stress."

In the great majority of cases lexical stress falls on the last syllable of the word, xənjér, mamwəstá, murajəcé. The most important exception is verbs in the past tenses, where the inflexional suffix is not stressed: hátin 'they came' but hatin 'to come' (a noun). Most suffixes added to nouns are unstressed, as:

mamwəstá	'teachers'
mamwəstám	'I am a teacher.'
mamwəstáyek	'a teacher'
mamwəstáyə	'He is a teacher.'
mamwəstáy	'You are a teacher.'
cóni?    čáki? <u>but</u> čakí	'How are you? Are you O.K.?' <u>but</u> 'goodness'

jwání but jwaní

'you are pretty' but  
'beauty'

The suffixes -əké, -án and -əkán do take the stress, however:

mamwestaké

'the teacher'

mamwestayán

'some teachers'

mamwestakán

'the teachers'

mamwestakéyə

'It's the teacher.'

mamwestakéman

'our teacher'

## B. Sentence Stress

1. When a word is pronounced alone, it is pronounced with its inherent lexical stress. When words are put together in phrases or sentences, however, some words are pronounced louder than others, as:

báš

but

řóž baš

tazéyə

but

zór tazəyə

ʔəzaním

but

mín ʔəzaním

When one word is thus stressed to the exclusion of others in the same sentence this stress is called sentence stress. Of course, if a word receives sentence stress, this sentence stress coincides with the lexical stress of that word. Otherwise, if the word does not receive sentence stress, it receives weak stress.

2. In the following sentence: bà tòzek qsé bkəyn 'Let's talk a little.' qsé has primary stress and bkəyn has tertiary stress. The words bà and tòzek are stressed but not as loudly as qsé, and are perceptibly louder than bkəyn. They are said to have secondary stress, and are accordingly marked with a grave accent

Thus, words in a sentence may receive a loud stress ("primary stress"), a medium loud stress ("secondary stress") or a weak stress ("tertiary stress"). In order to be understood properly you should make an effort to hear these three levels of stress and to imitate them faithfully. More examples:

- |     |                   |                                       |
|-----|-------------------|---------------------------------------|
| 1a. | ʔémšeqamè         | 'this street'                         |
| 1b. | ʔəmšeqamé         | ' <u>this</u> street! (with emphasis) |
| 2.  | nàw-i číyè        | 'What's his name?'                    |
| 3.  | kéy hati bò ʔere. | 'When did you come here?'             |

There is a natural tendency in Kurdish to give secondary stress to any syllable which is two syllables before or two syllables after a syllable containing primary stress, as in examples 1a. and 2 above, and in ʔəmèriká, muràjə́sé, xonjèrəké, etc. This type of secondary stress is fairly regular and need not be marked. We will normally mark secondary stress only when its placement cannot be guessed at, as in example 1b. and 3 above.

It is important to point out that even syllables with so-called "weak" or tertiary stress are only relatively weaker than primary stress, and that in any case each syllable is pronounced crisply and distinctly, without letting the vowel slur into an indistinct quality. This is quite different from English, where unstressed vowels tend to become [ə], as cómposition [a] but compóse [ə]; expíre [a<sup>1</sup>] but expíration [ə].—

In Kurdish each vowel remains unaltered, regardless of the degree of stress involved. This means that English speakers will tend to hear less difference between the different levels of stress, a difficulty that can be overcome only with practice and exposure to spoken Kurdish.

3. Placement of Sentence Stress. In a sense, any word can be emphasized in Kurdish by giving it primary sentence stress as in the following:

- |                              |                                  |
|------------------------------|----------------------------------|
| ʔezaní.                      | 'You know.'                      |
| tó ʔezani.                   | ' <u>You</u> know.'              |
| to <u>kurdí</u> ʔezani.      | 'You know <u>Kurdish</u> .'      |
| to kurdí <u>bá</u> š ʔezani. | 'You know Kurdish <u>well</u> .' |

However, certain classes of words normally receive sentence stress, while others usually do not. For example, nouns and adjectives usually are stressed, while verbs are not, as

ʔesta murajəʔé ʔəkəyn	'We will now have a review.'
mĭn muhəndísmu ʔestá lə prožé-i dərbéŋ-i xán ʔíš ʔəkəm.	'I am an engineer and am now working on the Derbend Khan Project.'
kurdi báš ʔəzani	'You know Kurdish well.'
ʔətwanĭm čaktíri bkəm	'I can make it even better.'

a. Nouns do not receive sentence stress in the following cases:

1) with hēmí...-ek 'each, every' as hēmí řožek, hēmí dərsek, hēmí pyawek.

2) after numerals, as

yék pyaw	'one man'
dé řož	'10 days'
bíst lapəřə	'20 pages'

Compare: a) dú šəmmə	'two Saturdays'
b) dušəmmé	'Monday'

3) after modifying interrogatives:

kám wĩšəye	'Which word?'
kám pyaw	'What man?'
čén pyaw hat	'How many men came?'
čímətsəmek	'What restaurant?'

Adjectives are usually not stressed when they come immediately after *zór*, as

bášə <u>but</u> zór bašə	zór tazəyəw gəwrəyə
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b. The following classes of words generally receive sentence stress:

### 1) Interrogatives

<u>kéy</u> hati bò ʔere	'When did you come here?'
ʔutél-i sirwàn lə <u>kwéy</u> e	'Where is the Hotel Sirwan?'
ʔəw kǐčə <u>kéy</u> e	'Who is that girl?'
dərgá <u>čón</u> ʔenusi	'How do you write dərgá?'
nawi <u>číy</u> e	'What's his name?'
bàs-i <u>čí</u> ʔəka	'What does it tell about?'
ʔəwxənjerə bə <u>čéŋ</u> e	'How much is that dagger?'
bo <u>kám</u> la bǐčín?	'Where shall we go?'
bočí ʔətəwè bǔroy.	'Why do you want to go?'

But, with sentence stress on verb this last item becomes

bočí ʔətəwé bǔroy?	'Why - do you want to go?'
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### 2) Negatives

Negative words and negative prefixes are generally stressed, as:

ʔəzaním	<u>but</u>	mǐn názaním	'I don't know.'
héli ʔəgrím	but	həli nágrím	'I won't carry it.'
dərgá bǐnuse	but	dərgà ménuse	'Don't write 'dərga'.'

3) Demonstratives: ʔém...e 'this, ʔəw...e 'that. The two elements of these demonstratives envelope the modified noun; primary stress normally falls on the initial segment (ʔem- or ʔəw-), with secondary stress also occurring later, as: ʔémšəqámə 'this street'

ʔémšəqamè	'this street'
ʔéwpyawè	'that man'

Special emphasis may be obtained by putting the primary stress on the second segment of these demonstratives, with secondary stress on the first segment, as:

ʔèmšəqamé	' <u>This</u> <u>street</u> !'
ʔèwpyawé	' <u>That</u> <u>man</u> !'

This same alternation occurs also with a noun which has the izafa -ə plus a definite adjective, as:

a. ʔémšəqamətazəyə	'This new street'
b. ʔèmšəqamətazəyé	' <u>This</u> new street!'
c. ʔémšəqamè tazəyə	'This street is new.'
d. ʔèmšəqamé tazəyə	' <u>This</u> street is new!'

That is, if the schwa /ə/ between the noun and the adjective is unstressed (a. and b. above), it is izafa, but if it is stressed (c. and d. above) it is second element of the demonstrative ʔém...è or ʔéw...é. More examples:

ʔémpyawè	'This man.'
ʔèmpyawé	' <u>This</u> man!'
ʔəmé pyáwə	'This is a man'
ʔèmpyawéyə	'It's this man.'
ʔémpyawəzirèkə	'This smart man.'
ʔèmpyawəziréké	' <u>This</u> smart man!'
ʔémpyawè zirèkə	'This man is smart.'
ʔèmpyawé zirèkə	' <u>This</u> man is smart!'

c. Special cases:

(a) wá with sentence stress = 'thus, so, in this fashion'

wa without sentence stress = (immediacy of action), as

wá dars ʔəxwenĩm	'I study this way.'
wa dárs ʔəxwenĩm	'I'm studying right now.'
wá hatĩm	'I came like this.'
wa hátĩm	'Here I come!' or 'I am coming.'

(b) When sentence stress falls on a word with the definite article suffix -əké, it is this suffix that is stressed, as in:

pyawəké hat.	'The man came!'
ʔutèlek-i báš lá-i mətʔəməké həyə.	'There's a good hotel next to the restaurant.'
bazareké lə kwéye	'Where is the market place?'
řefiqəkət lə kwéye	'Where is your friend?'
wábzanĩm ʔəmé ʔuteləkéye	'I believe this is the hotel.'
ké hat. pyawəké.	'Who came?' 'The man.'
dərsəkéman təwáwbu.	'Our lesson is finished.'

(c) Before Copula Suffix. There is a general tendency for a strongly pronounced stress to fall on the syllable before the suffix for 'is': Cə /Vyə, as:

ʔəmšəqàmə                      but                      ʔəmšəqaméye

(d) Vocative. As noted earlier, on p.136, lexical stress usually comes at the end of the word. When a word is used in direct address, however, the word is stressed on the first syllable of the word. Compare:

- a. ké hat. pyaweké 'Who came?' 'The man.'
- b. pyáwəkə 'You, fellow!' 'My husband!'
- 
- a. ʔəmə ʔəhméi-i bráme. 'This is my brother Ahmed.'
- b. ʔéhméi! wére la-i 'Ahmed! Come and sit with  
ʔemə dáníše. us.'
- 
- a. mamwəsta káy yet. 'When is the teacher coming?'
- b. řóž baš māmwesta. 'Good morning, Teacher.'  
máməsta pīrsyárekīm 'I have a question, teacher.'  
həyə.

(e) Prepositions are generally unstressed, except for bó 'to, for' which tends to receive sentence stress.

- ʔémwĩšəyə ləsər textéké 'This word is written on the  
nusrawə. blackboard.'
- ʔəhmèi lə kwéyə. 'Where is Ahmed?'
- ʔesta lə bəyáyə. 'He's now in Baghdad.'
- héz ʔəkəm bčīm 'I'd like to go to the ba-  
bó bazar. zaar.'

Note however, the phrase bò máləwə, in which the noun rather than the preposition receives primary stress, as

- čuyñ bò máləwə 'They went home.'

## 2. The Noun: Definition and Number

### A. The Indefinite Noun.

1. The Kurdish noun in its bare form ("the singular form of the noun"), e.g., pyaw, may have singular or plural meaning, as 'a man; some men', or a generalized or generic meaning, as 'man, (all) men, mankind.' As a rule, the meaning is non-specific: it can be a reference to one or more unspecified items, or to all the items of its class in general. Thus, ?emewê legel pyaw qse bkem may be translated as "I want to talk to a man", "I want to talk to some men", or "I want to talk to men". In an unambiguous context, on the other hand, the bare noun may have a specific referent, as in: bá bçin bô bazar. 'Let's go to the market.' ?esta ?eçim bô ?utel. 'I'm going to the hotel now.'

Compare the following:

- 1) Q. ?utel-i báš lekwe heyê. "Where is there a good hotel?"  
or "Where are there any good hotels?"  
A<sup>1</sup>: ?utel-i báš lay bazarekê heyê. "There are some good hotels next to the bazaar."  
A<sup>2</sup>: ?utelek-i báš lay bazarekê heyê. "There is a good hotel next to the bazaar".
- 2) ?utel-i ?emeriká bášê. "American hotels are good".  
or: "The American Hotel is good."

The stem form of the noun is also used after numerals, as dú pyaw 'two men', dé rož '10 days', and after certain words as čend 'how many?': čend pyaw 'How many men?' It is unstressed in these instances.

### 2. Cek/Vyek : Indefinite Singular.

While the uninflected noun may be either singular or plural indefinite in meaning, it is unambiguously singular indefinite when it receives the indefinite suffix -ek (after vowels, -yek).

bazár 'a bazaar, bazaars' - bazárek 'a bazaar'

After words in -u, an optional form may be used:  
?arezúwek or ?arezúyek 'a desire'.

This suffix is regularly unstressed. However, monosyllabic words of the type CĭC, as žĭn, kĭč, šĭt 'thing' may, when the word does not have primary sentence stress, lose the vowel ĭ with the suffixing of -ek, with this suffix receiving secondary stress, as žnèk-i jwán, 'a beautiful woman', kčèk-i jwán, 'a pretty girl', štèk-i báše, 'it's a good thing'.

The indefinite suffix is usually translated by the English indefinite article 'a, an', but is also occasionally rendered by the numeral 'one': pyáwek 'a man; one man'. In the meaning of 'one man', pyáwek is not as strong as yék pyaw, which gives more emphasis to the numeral, so giving more the force of "(just) one man".

### 3. čénd...-ek, čĭ-...-ek, hemú...-ek

The noun with Cek/Vyek is regularly used after certain items, such as čénd 'a few, several': čénd pyawek 'a few men'; čĭ- 'what?, which?': čĭpyawek 'what man?' and hemú: hemú pyawek 'every man'. In these instances the noun is unstressed.

### 4. Cán/Vyán : Indefinite Plural

Some nouns may receive the plural suffix -án (after words ending in -a, -e, and -o, the suffix is -yán) which specifies unambiguously that the noun refers to more than one item, although it is still indefinite. The following classes of nouns may be pluralized in this way:

#### a. Nouns referring to people:

pyaw	pyawán	'men'
kĭč	kĭčán	'girls'
bĭrá	bĭrayán	'brothers'

#### b. Nouns referring to time periods:

řož	řožán	'days, by day, in the daytime'
šew	šewán	'nights, night's, by night'
sal	salán	'in the past years'
hawín	hawinán	'summers, in the summertime'

c. Miscellaneous:

ma <u>l</u>	ma <u>l</u> án	'houses'
du <u>k</u> án	duka <u>n</u> án	'shops'
de	de <u>h</u> át	'villages'
ba <u>y</u>	ba <u>y</u> át	'gardens'
səw <u>z</u> ó	səw <u>z</u> əwát	'greens'

In section 1 it was stated that the noun in its singular form, e.g. pyaw, may be singular or plural in meaning, "a man", "some men", "men", but in any case is indefinite or unspecified. The plural form of group (a) nouns above, as pyawán, can only be plural in meaning "men"; moreover, it is also indefinite, but it is not as indefinite as pyaw. Compare:

- |                 |                                   |
|-----------------|-----------------------------------|
| A. pyáw hat     | 'A man came', or 'Some men came.' |
| B. pyawán hatin | 'Some men came.'                  |

In each case, the identity of the men is unspecified. The implication in the first sentence, however, is that the arrival of any men at all was unexpected by the speaker, while in the second example the speaker apparently was expecting some people and feels a bit less in the dark as to their identity, although he still refers to them in an indefinite sense.

For the time expressions in group (b) above, the plural form refers to that period of time in general, and not to any particular occasion or date specifically. Thus, 'sewán' 'nights', can be translated as 'night's, by night, at nighttime', or any other expression that refers to nighttime or nights as opposed to daytime, etc.

The members of group (c) exhibit no discernible pattern, and must simply be memorized as such. Such plurals will henceforth be given in the buildups as they occur, as:

mal (malán) 'house'

By the same token, new nouns will be translated only in the singular, but it is to be understood automatically that, according to the context, the noun may be translated singular or plural indefinite or as a generic term. Thus,

xənjér                      'dagger'

means that xənjér may be translated as 'a dagger, some daggers, daggers', etc., as the situation demands.

## B. The Definite Noun.

### 1. Cəké/Ckéké : Definite Singular

All the preceding forms are indefinite in form and meaning. It is however, possible to make a noun definite by adding some form of the suffix -əkéké to it, as:

Consonants:	1	pyaw	-	pyaw <u>əkéké</u>	'the man'
	2	bazár	-	bazar <u>əkéké</u>	'the market'
Vowels: -a	3	dərgá	-	dərga <u>keké</u>	'the door'
-e	4	gwe	-	gwe <u>keké</u>	'the ear'
-ə	5	təxtə	-	təxtə <u>keké</u>	'the board'
-o	6	jo	-	jo <u>keké</u>	'the barley'
-i	7	yará	-	yare <u>keké</u>	'the game, play'
-u	8a	řu	-	řu <u>əkéké</u>	'the face'
	b	běřú	-	běřo <u>keké</u>	'the oak, the acorn'
	c	ʔarəzú-		ʔarəzok <u>keké</u> or ʔarəzu <u>əkéké</u> (emphatic)	'the choice'

The first two nouns end in consonants, and take -əkéké in its full form: Cəkéké. The other nouns all end in vowels, and for the most part take -kéké: Vkéké, where V=a, e, ə, and o. The vowels i and u require special mention: the -i combines with -əkéké to form -ekéké. (yari-yarekeké). The vowel -u shows two different patterns of behavior, depending on the length of the word: (a) in monosyllables the full form is retained: -uəkéké (řu - řuəkéké); (b) in polysyllables, the -u combines with -əkéké to form -okéké (xanú - xanokeké 'the house'; ʔarəzú - ʔarəzokeké); however, words of three syllables may also take the full form -uəkéké for emphasis: ʔarəzuəkéké.

## 2. Cəkán/Vkán : Definite Plural

The definite suffix Cəké/Vké denotes that the noun is singular in meaning and that its referent is definite, or previously specified.

Any definite noun may be made plural by adding -án to -ək-: -əkán, e.g., :

pyaw 'a man', 'men' - pyawəké 'the man' - pyawəkán 'the men'

bazár 'bazaars' - bazarəké 'the bazaar' - bazarəkán 'the bazaars'

## 3. The noun with demonstratives.

Further, the demonstrative expressions:

ʔém...è 'this' and ʔéw...è 'that' as in ʔémpyawè 'this man'

and ʔéwp yawè 'that man' show that the noun is singular and definite in meaning.

Note: After words ending in vowels, the forms are ʔém...yè and ʔéw...yè, as ʔémðergayè, 'this door'; ʔéwbírayè 'that brother', and after -u are ʔém...wè and ʔéw...wè, as beřú 'oak' - ʔémbeřuwè 'that oak'.

All nouns occurring with a demonstrative are singular and definite, as just stated above. To be plural they must also have the plural suffix -án, as:

ʔémpyawè 'this man' - ʔémpyawánè 'these men'

ʔéwbazarè 'this bazaar' - ʔéwbazaránè 'those bazaars'.

The following forms occur after vowels:

<u>derǵá</u>	-	ʔém <u>ðergayè</u>	-	ʔém <u>ðergayanè</u>	-á
<u>gwe</u>	-	ʔém <u>gweyè</u>	-	ʔém <u>gweyanè</u>	-é
<u>ho</u>	-	ʔém <u>hoyè</u>	-	ʔém <u>hoyanè</u>	-ó
<u>texté</u>	-	ʔém <u>texteyè</u>	-	ʔém <u>textanè</u>	-ə+án = -án



		<u>Definite</u>		
Sing.:	pyawəké	the man	bazareké	the bazaar
Plur.:	pyawəkán	the men	bazarekán	the bazaars
Sing.:	ʔémpyawè	this man	ʔémbazarè	this bazaar
Plur.:	ʔémpyawanè	these men	ʔémbazaranè	these bazaars

### 3. The Verb: Present Tense, Indicative Mood

#### A. Inflections.

We have seen verbs such as:

mĩn	ʔəkřĩm	to	ʔəkřít	ʔemé 'we'	ʔəkřín
	ʔəxwenĩm		ʔəxwenít		ʔəxwenín
	ʔənusĩm		ʔənusít		ʔənusín
	ʔətwanĩm		ʔətwanít		ʔətwanín

It is apparent that the suffix -ĩm is attached to the stem to indicate mĩn ("first person singular"); -ít is added for to (second person singular), and -ín is added for ʔemé 'we'.

mĩn -- -ĩm

to -- -ít

ʔemé -- -ín

Note further that the stems involved all end in consonants: ʔəkř-, ʔəxwen-, ʔənus-, ʔətwan-.

Now note the following verbs:

mĩn	ʔəkém	to	ʔəkéyt	ʔemé	ʔəkéyn	Stem: ʔəké-
	ʔəlém		ʔəléyt		ʔəléyn	ʔəlé-
	ʔəxóm		ʔəxóyt		ʔəxóyn	ʔəxó-

The suffixes for these verb stems which all end in vowels are:

mĩn -- -m

to -- -yt

ʔemə -- -yn

Thus, these are two related sets of person-number suffixes, one set following consonants and the other occurring after vowels. They can be referred to by the following formulas, in which C means "any consonant" and V means "any vowel":

mín : Cím/Vm  
to : Cít/Vyt  
ʔemé : Cín/Vyn

In written Kurdish the suffix for to is often written with the -t. In spoken Kurdish, however, this -t is generally omitted, although it may optionally be pronounced. We symbolize this type of occurrence by writing this "omissible -t" in brackets: to = Ci[t]/Vy[t]. If the verb has a suffix, as -əwə, -ə, etc., the -t must be written and pronounced, as čí ʔəxoytəwə 'What will you drink?' key ʔəcitə məktéb? 'When are you going to school?'

Following is a listing of most of the verbs you have encountered so far, given in the forms for mín, to, and ʔemé. Group a. lists stems ending in consonants and group b. lists vowel stems. Group c. lists verbs with preverbals (see B. below). And group d. lists verbs which take in addition the suffix -əwə, which is suffixed to -it/yt for the second person singular form.

<u>mín</u>	<u>to</u>	<u>ʔemé</u>	<u>Stem</u>	
a. Consonant Stems:				
ʔəbíním	ʔəbínít	ʔəbínín	-bin-	'see'
ʔəbím	ʔəbít	ʔəbín	-b-	'will be'
ʔəčím	ʔəčít	ʔəčín	-č-	'go'
ʔəkřím	ʔəkřít	ʔəkřín	-kř-	'buy'
ʔəzaním	ʔəzanít	ʔəzanín	-zan-	'know'
ʔəxwením	ʔəxwenít	ʔəxwenín	-xwen-	'read'
ʔənusím	ʔənusít	ʔənusín	-nus-	'write'

<u>mĩn</u>	<u>to</u>	<u>ʔemé</u>	<u>Stem</u>	
ʔətwaním	ʔətwanít	ʔətwanín	-twan-	'be able'
ʔəbřím	ʔəbřít	ʔəbřín	-bř-	'cut'
ʔəfroším	ʔəfrošít	ʔəfrošín	-froš-	'sell'

b. Vowel Stems:

ʔəxóm	ʔəxóyt	ʔəxóyn	-xó-	'eat'
ʔəkém	ʔəkéyt	ʔəkéyn	-ké-	'do, make'
ʔəlém	ʔəléyt	ʔəléyn	-lé-	'say'
ʔěím	ʔěíyt	ʔěíyn	-ě-	'give'
-----	ʔəfermúyt	-----		'say' (honorific, not used in first person)

c. With Preverbal:

hélʔəgrím	hélʔəgrít	hélʔəgrín	-gr-	'pick up, carry'
wérʔəgrím	wérʔəgrít	wérʔəgrín	-gr-	'take'
gwéʔəgrím	gwéʔəgrít	gwéʔəgrín	-gr-	'listen'
férʔəbím	férʔəbit	férʔəbin	-b-	'learn'
dáʔəniším	dáʔənišít	dáʔənišín	-niš-	'sit down'
dáʔəxəm	dáʔəxəyt	dáʔəxəyn	-xə-	'close'

d. Vowel Stem + -əwə:

ʔəxóməwə	ʔəxóytəwə	ʔəxóynəwə	-xó--əwə	'drink'
ʔəkéməwə	ʔəkéytəwə	ʔəkéynəwə	-ké--əwə	'open'
ʔəléməwə	ʔəléytəwə	ʔəléynəwə	-lé--əwə	'repeat'
ʔədéməwə	ʔěíytəwə	ʔěíynəwə	-dé--əwə	'give back'

The stress in verbs falls on the last syllable, with two exceptions: (a) the preverbal is regularly stressed rather than the verb form itself; and (b) the suffix -əwə is not stressed.

#### B. Verbal Phrases: Preverbals, Postverbals and Preverbs.

Groups a and b list simple verbs alone; c and d, however, show extra elements which are used with the verb to provide its full meaning; these correspond, e.g., to the English verb 'take' and the verbal phrases built on it: 'take in, take out, take to, take after, take charge of, take exception to,' etc.; in both languages the meanings of these phrases can be literal or figurative. In Kurdish these elements may precede the verb ("preverbals") or follow it ("postverbals"). Preverbals include nouns, as in gwé ʔəgrīm 'I listen'; adjectives, e.g., ʔamadé ʔəkəm 'I prepare'; prepositions and adverbs; and preverbs, as həl ʔəgrīm 'I pick up.' Preverbs are a small group of adverbs that are used only in verbal phrases: da 'down', həl 'up', pe 'to', te 'into', and wer 'from' have occurred so far.

There are three postverbals: the adverbial suffix -əwə 'back; again', as ʔələməwə 'I say again, I repeat'; the preposition (more properly, "postposition") -ə 'to (a place)', as ʔécmə bazār 'I'm going to the bazaar', equivalent to ʔəcim bo bazār; and -e 'to' (indirect object), as ʔətdəme 'I give it to you.'

#### C. Direct Object.

If the direct object of the verb is a pronoun, it is normally expressed by a pronominal suffix inserted before the present tense stem, as ʔətbinīm, ʔətanbinīm 'I'll see you'; ʔəməwe bīnerīm bo ʔəmeriká 'I want to send it to America.' However, if there is a preverbal, the pronoun object is suffixed to it, as həli ʔəgrīm 'I pick it up'; dáy xə 'close it!'; páki ʔəka 'he cleans it.'

#### D. Uses of the Present Tense.

You have seen sentences like the following:

- a. ʔestá ʔəcīm bó ʔutel                      "I'm going to the hotel now".

ʔestá lə prožə-i dərbəŋ-i xan ʔiš ʔəkəm	"At present <u>I am work-</u> <u>ing</u> on the <u>Derbendī</u> <u>Khan project.</u> "
b. ʔewarə ʔətbinīm	" <u>I'll see</u> you this evening."
ʔəmó həlʔəgrīm	" <u>I'll take</u> this one."
ʔínja pékəwə ʔəčīn bó bazar	" <u>Then we'll go</u> to the ba- zaar."
čí ʔəxoytəwə	" <u>What will you drink?</u> " "What <u>are you going to have?</u> "
ʔímro dērs-i duwém ʔəxwenín	"Today <u>we will read</u> lesson two."
paš həmú dərsek murajəʔə ʔəkəyn	"After every lesson <u>we will</u> <u>have a review.</u> "
sībəyne ʔətanbīnīm	" <u>I'll see you</u> tomorrow."
c. ʔəmpyawə xənjér ʔəfroše	"This man <u>sells</u> daggers."
ʔəmjegayə čí peʔəlen	"What <u>is</u> this place <u>called?</u> "
dərgá čón ʔənusi	"How <u>do you write</u> "door"?"
d. ké ʔəzane	"Who <u>knows?</u> "
názanīm bóči	" <u>I don't know</u> why."
təšəkkúr ʔəkəm	" <u>I thank</u> you."
həz ʔəkəm xənjérek bīkřīm	" <u>I'd like</u> to buy a dagger."
ʔətwanīm yarmətít bīəm	"I <u>can</u> help you."

From these sentences it can be observed that the present tense has three or four primary meanings from the point of view of translation into English. Those in group (a) show present progressive meaning -- an action taking place, in progress at the time. These correspond to the "he is (go)ing (now)" construction of English. Group (b) shows future action, corresponding to the 'll ("will or shall") or the is going to (go) of

English: "he'll go (later)", "he's going to go (later)". Group (c) denotes a habitual or customary action, one which is repeated again and again as a customary action. English denotes this by using the simple present tense: "he goes (every day)". The last group, (d) is a group of somewhat ambiguous status. The meaning fits that of group (a), but the English translation is in terms of the simple present tense as in group (c). This is an idiosyncrasy of English, which says "I know your name" but not "I am knowing your name".

Thus, the present tense of Kurdish can be translated three different ways into English, depending entirely on the context, as:

Progressive:	Q. čí ʔəkəyt	'What are you doing?'
	A. dérs ʔəxwenīm	'I am studying.'
Future:	(sībáyne) dérs ʔəxwenīm	'I'll study (tomorrow)' 'I'm going to study (tomorrow)' 'I'm studying (tomorrow)'
Habitual:	(həmú řožek) dérs ʔəxwenīm	'I study (every day)'

When a new verb is presented in your lessons for the first time, it will henceforth be translated by only the English present tense. However, you should realize that any of the above translations is possible, and choose the one demanded by the context.

Finally, it should be noted that all these forms have in common the aspect prefix ʔə-, which is the sign of the indicative mood.

E. Summary. The Present tense can be diagrammed as follows:

Preverbal (+D.O.)	Aspect -Mood	Direct Object	Stem	Pers.-Num. Suffix	Post- verbal	Meaning
	ʔə-		-bin-	-ĩm		I see
	bĩ-		-xo-	-m		that I eat
	ná		-zan-	-ĩm		I don't know
	ʔə-		-xo-	-m-	-əwə	I drink
	ʔə-	-t-	-bin-	-ĩm		I see you
	ʔə-	-t-	-də-	-yn-	-e	we give it to you
	ʔə-	-y-	-kə-	-m-	-əwə	I open it
həz	ʔə-		-kə-	-y		you like
hə́lyan	ʔə-		-gr-	-ĩm		I take them

#### 4. The Verb: Present Tense, Subjunctive Mood.

##### A. Inflections.

As stated earlier, the *ʔə-* prefix of the present tense of the verb indicates that the verb is in the indicative mood. By changing this prefix to *bĩ-*, we get the subjunctive mood, as in:

bá <u>bĩcin</u> bó bazar.	'Let's go to the bazaar.'
héz ʔəkəm <u>bĩcĩm</u> bó ʔəmerika <u>bĩxwenĩm</u> .	'I'd like to go to America to study.'
ʔəməwé xənǵerek <u>bĩkrĩm</u> .	'I want to buy a dagger.'
ʔətwanĩm yarmətít <u>bĩəm</u> .	'I can help you.'
mĩn ʔamadém bót <u>bĩkəm</u> .	'I am ready to help you.'
ʔəbé kurdí <u>ferbĩm</u> .	'I must learn Kurdish.'

The person-number inflectional suffixes are the same for both the indicative and the subjunctive; the only difference in the two forms is in the choice of prefix, *ʔə-* or *bĩ-* :

Indicative		Subjunctive
ʔəčín	:	bĩčín
ʔəčĩm	:	bĩčĩm
ʔəkřĩm	:	bĩkřĩm
ʔəĩém [ʔədém]	:	bĩém [bĩdəm]
fér ʔəbĩm	:	fér bĩm [ferbĩbĩm]

The prefix *bĩ-* is often omitted in speech and frequently in written Kurdish as well.

Following is a listing of most of the verbs you have had so far, given in the subjunctive forms for mĩn, to and ʔemé.

	<u>mīn</u>	<u>to</u>	<u>ʔemé</u>	
a.	bībīnīm	bībīni[t]	bībīnin	'see'
	[bī]bīm	[bī]bi[t]	[bī]bin	'be'
	bīčīm	bīči[t]	bīčin	'go'
	bīkřīm	bīkři[t]	bīkřin	'buy'
	bīzānīm	bīzāni[t]	bīzānín	'know'
	bīxwénīm	bīxwéni[t]	bīxwénin	'read'
	bīnúšīm	bīnúsi[t]	bīnúsin	'write'
	bītwanīm	bītwani[t]	bītwanin	'be able'
	bībřīm	bībři[t]	bībřin	'cut'
	bīfrošīm	bīfroši[t]	bīfrošin	'sell'
b.	bīxom	bīxoy[t]	bīxoyn	'eat'
	bīkəm	bīkəy[t]	bīkəyn	'do, make'
	bīlēm	bīlēy[t]	bīlēyn	'say'
	bīēm [bīdəm]	bīəy[t] [bīdəyt]	bīəyn [bīdəyn]	'give'
c.	hél[bī]grīm	hél[bī]gri[t]	hél[bī]grin	'pick up, carry'
	wér[bī]grīm	wér[bī]gri[t]	wér[bī]grin	'take'
	gwé[bī]grīm	gwé[bī]gri[t]	gwé[bī]grin	'listen'
	fér[bī]bīm	fér[bī]bi[t]	fer[bī]bin	'learn'
	dá[bī]nišīm	dá[bī]niši[t]	dá[bī]nišin	'sit down'
	dá[bī]xəm	dá[bī]xəy[t]	dá[bī]xəyn	'close'
d.	bīxóməwə	bīxóytəwə	bīxóynəwə	'drink'
	bīkéməwə	bīkéytəwə	bīkéynəwə	'open'

bīlónəwə	bīléytəwə	bīléynəwə	'repeat'
bīdéməwə	bīdéytəwə	bīdéynəwə	'give back'

The stress in most cases falls on the bī- prefix of the subjunctive, if the verb is pronounced alone. However, in sentences, (1) the stress often appears on other words, (2) the bī- prefix is often omitted from some verbs, and (3) the ĭ of bī- is sometimes omitted, as bəwəy bbini for bībini[t], "in order for you to see", and bášə bá bcin for bīcin.

B. Dependent Usage. The subjunctive is used after

Particles:	bá	'let, let's'
Verbs:	hézʔəkəm	'I (would) like'
	ʔəməwé	'I want'
	ʔətwanīm	'I can'
	ʔəbé	'it is necessary that, must'
Adjective:	ʔamadé	'ready (to)'

It can be stated as a rule that verbs following the above items occur in the subjunctive. Thus, the subjunctive here is a "dependent" form, depending on some previous item for its occurrence. More items will be added to this list as you go on to advanced lessons. They will be identified in the build-up as follows:

ʔəməwé (foll. by subjunct.) 'I want'

This means that if any form of this verb is followed by a dependent or complementary verb, that verb is subjunctive, as:

ʔətwé bīči	'you want to go'
ʔətwé bīčīm	'you want me to go'

## C. Independent Usage.

### 1. In Questions:

You have seen such sentences as kéy murajə́ə́ bkəyn. "When shall we review?" Answer: paš həmí dərsek murajə́ə́ ʔəkəyn. "We will have a review after each lesson."

kámyan hólǵı́rim [hólbı́grım] "Which one shall I take?"

bo kám la bı́çın "Which way shall we go?"

In these sentences the subjunctive form occurs independently of any of the items listed in 1. above. This is called the independent usage of the subjunctive. Note further that the sentences are all questions, and that the verbs are translated with "Shall we..." "Shall I..." That is, when the subjunctive occurs in independent usage in a question, it is translated "Shall we..." "Shall I..." and is most likely a request for approval or a statement of opinion or intention. Note the contrast between murajə́ə́ bkəyn and murajə́ə́ ʔəkəyn in the first two sentences: the subjunctive asks for an opinion or intention, while the indicative states the answer as a fact. It is also possible to say kəy murajə́ə́ ʔəkəyn, "When do we review?" where the indicative form shows that there is no question about whether we will review or not, but when we will review. In "kəy murajə́ə́ bkəyn" it has not necessarily been established yet that we are going to be having a review. Thus, it can perhaps be stated that the subjunctive in independent usage in a question is used to establish whether or not a given activity should take place, while the indicative in a question requests information on the assumption that such activity is or will be taking place.

### 2. In Statements.

The above sentences are examples of the independent usage of the subjunctive in questions. Now observe the following examples of the independent use of the subjunctive in statements:

a. bə sér beyt. "Welcome". (lit., 'May you come with blessings').

b. səlamətbi. (Response to čáki škur) (lit., 'May you be safe')

c. wábzanım. 'I believe, as far as I know' (lit., 'If I know thus, if I know this correctly')

Subjunctive forms in the independent usage in statements may be translated by "may you..., may he..., " etc. (sentences 1) and 2) or by "if" (sentence 3), depending on the context. The first of these is a wish or hope, and corresponds to English expressions such as "may the best man win", "may he always be safe", "God bless you", etc.

#### D. The Prefix bí-

The prefix bí- is a combination of the subjunctive prefix bí- plus a form -i- "him, her, it" (direct object). Thus:

bíkřim	'that I buy'
bíkřim	'that I buy it'
ʔəbé bífroši	'you must sell'
ʔəbé bífroši	'you must sell it'

This form for third person singular occurs also in the sentence: fərmu héliḡrə 'Please take it'. Other examples are:

héli ʔəgrim	'I'll take (or carry) it.'
sībénye wəri ʔəgrin	'We'll take it up tomorrow.'

#### E. Summary:

The subjunctive is a verb form with the prefix bí-. It has two functions: (1) dependent usage, wherein the subjunctive occurs automatically after such words as hízʔəkəm, ʔəbé, etc., and (2) independent usage, where the subjunctive requests approval if used in questions and when used in statements generally expresses a wish or hope or, perhaps, "if". The prefix bí- is the subjunctive prefix bí- plus the direct object pronoun -i 'him, her, it'.

When subjunctive forms are introduced in the build-up, they are conventionally translated with "that", as "that you go", "that we eat". This is merely to help identify the form as subjunctive, and you should render it into proper English according to the context.

## Lesson VI

### A. Basic Sentences

dérs-i šěšém

serdán le yané-i fermanberán

šew

séw baš

b. 1. šéw baš dara.

a  
b

d. 2. šéw baš bab.

a  
r  
a

hāti[t]

hàti bó ʔerè

kéy hati

d. 3. kéy hati bò ʔerè.

tózek

tózekə

b. 4. tózekə.

ʔfmšew

kwé?

bó kwe?

bó kwé bīčín?

b. 5. ʔfmšew bo kwé bīčín?

d. 6. héz ʔəkəy bo kwé bīčín.

Sixth Lesson

A Visit to the Officials' Club

night

good evening

Good evening, Dara.

Good evening, Bob.

you came (sg.)

you came here

when did you come?

When did you come here?

a little, some

it is a little

Just a while ago.

tonight

where? what place?

where to?

where shall we go?

Where shall we go tonight?

Where would you like for us to go?

b. 7. mīn názanīm.

I don't know.

nīyáz	intention; inclination
nīyázīm	my intention
wáyə	it is like this; it is so
nīyázīm wáyə (fol. by subj.)	my intention is like this
nīyázīm wayə bīčīn	I intend that we go
nīyázīm wáyə bīčīn bó yanə	I intend that we go to the club
fərmānbér	(government) official
fərmānberán	officials
yanə-i fərmānberán	the Officials' Club
nīyázīm wayə bīčīn bó yanə-i fərmānberán	I intend that we go to the Officials Club
bó ʔəwéy (fol. by subj.)	in order that, so that
bībini[t]	that you see (sg.)
bó ʔəwéy bbini [bībinit]	in order that you see, in order for you to see
bó ʔəwèy yanə bībini	in order for you to see the club

- d. 8. nīyázīm wayə bīčīn bó yanə-i fərmānberán bó ʔəwəy yanə bbini. I intend for us to go to the Officials Club for you to see the club.

b. 9. yanə lə kwéyə?

Where is the Club?

zór dur nīyə	it is not too far away
mutəsəríf	governor (head of a Liwa)
mál-i mutəsəríf	the governor's house
mál-i mutəsərífə	it is the governor's house

láy mal-i mutəserífe

it is near the governor's house

ʔewetá láy mal-i mutəserífe

it is over there, by the  
governor's house

d. 10. zór dur níyè, ʔewetá láy  
mal-i mutəserífe.

It is not very far away, it is over  
there, by the Governor's house.

b. 11. báše bá bīčīn.

Good, let's go.

žúřewə

inside

bá bīčīnə žúřewə

let's go in

ʔéməta

here it is

ʔəmətá yanè

here is the Club

d. 12. ʔəmətá yanè; bá bīčīnə žúřewə. Here is the club, let's go in.

yanéyek

a club

yanéyek-i gəwré

a large club

yanéyek-i gəwré həyè

there is a large club

yanéyek-i gəwrétan həyè

you (pl.) have a large club

b. 13. yanéyek-i xóšu gəwrétan həyè. You have a nice, large club.

dá[bī]nišin

that we sit down.

d. 14. lə kwé həz ʔəkey danišin?

Where would you like for us to sit?

b. 15. ʔarezú-i xóte.

Wherever you like.

həwz

pond; pool

láy həwzəké

near the pond

d. 16. hez ʔəkeyt láy həwzəké  
danišin

If you like, we can sit near the  
pond.

b. 17. zór baše.

Very good.

fenĩk

cool

fenĩkə

it is cool

zór fenĩkə

it is quite cool

ʔém yanəyə zór fenĩkə

this club is quite cool

hawín

summer

hawinán

summers, in the summertime

d. 18. hawinán ʔém yanəyə zór  
fenĩkə.

In the summers this club is very cool.

ké

who?

kéye

who is he?

b. 19. ʔəw kuřə kéye?

Who is that boy?

řefíq

friend

řefíqmə

he is my friend

ʔəmə řefíqmə

this is my friend

ʔəhməĩ [ʔəhməd]

Ahmed

ʔəhməĩ-i řefíqmə

he is my friend Ahmed

d. 20. ʔəmə ʔəhməĩ-i řefíqmə.

This is my friend Ahmed.

ʔémə

we

láy ʔəmə

near us

- |        |   |  |
|--------|---|--|
|        | láy ʔemè daniše                           | sit with us  |
|        | were láy ʔemè daniše                      | come sit with us                                   |
| d. 21. | ʔéhməï. were láy ʔemè<br>dániše.          | Ahmed! Come sit with us.                           |
|        | hátim                                     | I came, I have come                                |
|        | wahátim                                   | I'm coming, here I come                            |
| a. 22. | báše, wahátim. šéw baš.                   | O. K., I am coming. Good evening.                  |
|        | bīradór                                   | an acquaintance, friend                            |
|        | ʔem bīradère                              | this friend  |
|        | bīnasi[t]                                 | that you know, be acquainted with                  |
| d. 23. | ʔéhməï! hèz ʔekem ʔém<br>bīradère bīnasi. | Ahmed! I would like you to meet this<br>friend.    |
| b. 24. | mīn nāwīm bábe.                           | My name is Bob.                                    |
| a. 25. | mīniš nāwīm ʔəhméïə.                      | And my name is Ahmed.                              |
|        | xəlīq                                     | people; inhabitant(s)                              |
|        | xəlq-i kwé                                | people of what place? inhabitant<br>of what place? |
|        | xəlq-i kwéy[t]                            | where are you from? (sg.)                          |
| a. 26. | káke tó xəlq-i kwéy.                      | Where are you from, Sir?                           |
| b. 27. | mīn xəlq-i ʔəmərikám.                     | I am an American.                                  |

a. 28. bə xér bey.

Welcome.

b. 29. səlamətbi.

Thank you.

tinúmə

I am thirsty

zór tinumə

I am very thirsty

mīn zór tinumə

I am very thirsty

perdák

a glass, glasses

perdákək ʔáw

a glass of water

perdákək ʔáw bīxoməwə

that I drink a glass of water

héz ʔəkəm perdákək ʔáw  
bīxoməwə.

I'd like to drink a glass  
of water

d. 30. bə řastí zór tinumə, hèz  
ʔəkəm perdákək ʔáw bīxoməwə.

I am really quite thirsty and I'd  
like to have a glass of water.

qawé

coffee

qawéyek

a (cup of) coffee

qawéyek ʔəxoməwə

I'll drink a cup of coffee

b. 31. mīn qawéyek ʔəxoməwə.

I'll have a coffee.

bīrsíme

I am hungry

a. 32. mīn bīrsíme.

I am hungry.

bxoyt

that you eat (sg.)

d.33 ʔətəwə čí bxoy?

What do you want to eat?

kəbáb

kabob

kəbáb ʔəxom

I eat kabob

a. 34. wábzaniṁ kebáb ʔəxom. I believe I'll have some kabob.

bīrsíte you are hungry

bīrsín nīye? [bīrsitnīye] aren't you hungry?

tó bīrsin nīye? [bīrsitnīye] aren't you hungry?

d. 35. báb! ʔey tó bīrsin nīye? Well Bob, aren't you hungry?

bīxóm that I eat

bīxóm baše if I eat it will be well

b. 36. wábzaniṁ mīniš kebáb bīxom I think that I should also have  
baše. some kabob.

kewatá then; since this is the case

kewatá mīniš kebáb ʔəxom then I too will eat kabob

d. 37. zór čake. kewatá mīniš Very good; then I'll eat kabob too.  
kebáb ʔəxom.

xwardín food; dish

xwardíne it is food

čaktirín xwardíne it is the best dish

čaktirín xwardíne lere it is the best food in this place

a. 38. wábzaniṁ kebáb čaktirín I believe that kabob is the best  
xwardíne lere. dish here.

bə ləzét delicious

bə ləzəte it is delicious

ʔém kebábə zór bə ləzəte this kabob is very delicious

- b. 39. be řastí ʔém kebabè zór      Indeed, this kabob is quite  
be ləzəte.      delicious.
- be taybətí      specially; especially  
lém jega xòšə      in this pleasant place
- d. 40. be taybətí lém jega xošə.      Especially in this nice place.
- dírəŋbu      it was/has become late  
wábzanīm dírəŋbu      I believe it has become late  
bĩřóyn      that we go  
bá bĩřoyn      let's go
- d. 41. wábzanīm dírəŋbu, bá      I believe it's getting late;  
bĩřoyn.      let's go.
- b. 42. fərmu bá bĩřoyn.      Alright, let's go.
- ʔuméd      hope  
ʔuméd ʔəkəm (fol.by subj.)      I hope  
bəyaní (bəyanyán)      morning  
sībəyne bəyaní      tomorrow morning  
sībəyne bəyani bĩtbinīm      that I see you (sg.) tomorrow  
morning
- d. 43. ʔuméd ʔəkəm sībəyne bəyani      I hope I see you tomorrow morning.  
bĩtbinīm.
- čaweré ʔəkəm      I wait for, expect  
čawerétan ʔəkəm      I wait for you (pl.)

bəyaní čawerétan ʔekəm

I'll be expecting (to see)  
you in the morning

lè ʔuteleké čawerétan ʔekəm

I'll wait for you in the hotel

b. 44. bəyanì lə ʔuteleké čawerétan I'll wait for you tomorrow morning  
ʔekəm. at the hotel.

d. 45. báše, járe xwà hafiz.

O. K., Good-bye for now.

b. 46. xwá hafiz.

Good bye.

Sentence Resumé - Kurdish

1. šew baš dara.
2. šew baš bab.
3. káy hati bò ʔere.
4. tózeke.
5. ʔímšew bo kwé bičín?
6. héz ʔekey bo kwé bičín.
7. mîn názanîm.
8. nîyázîm waye bičín bó yanê-i fermanberán bó ʔewey yané bbini.
9. yanê le kwéye?
10. zór dur nîye, ʔewetá láy mal-i muteserife.
11. báše bá bičín.
12. ʔemetá yanê, bá bčine žúrewê.
13. yanéyek-i xóšu gewrétan hêye.
14. le kwé héz ʔekey danišin?
15. ʔarezú-i xóte.
16. héz ʔekeyt láy hewzeké danišin.
17. zór baše.
18. hawinán ʔém yanêye zór f'enîke.
19. ʔew kuře kéye?
20. ʔeme ʔehméî-i řefíqme.
21. ʔéhmeî. were láy ʔemê daniše.
22. báše, wahátîm. šew baš.
23. ʔéhmeî! héz ʔekem ʔém biradêre bînasi.
24. mîn nâwîm bábe.
25. mîniš nâwîm ʔehméîe.

26. káke tó xəlq-i kwéy.
27. mīn xəlq-i ʔəməríkám.
28. bə xér bey.
29. səlamətbi.
30. bə řastí zór tinumə, h̥ez ʔəkəm pərdáxek ʔáw bīxoməwə.
31. mīn qawéyek ʔəxoməwə.
32. mīn bīrsíme.
33. ʔətəwə čí bxoy?
34. wábzanīm kəbáb ʔəxom.
35. báb! ʔey tó bīrsin nfyə?
36. wábzanīm mīniš kəbáb bīxom baše.
37. zór čake. kəwatá mīniš kəbab ʔəxom.
38. wábzanīm kəbab čaktīrín xwardīne lerə.
39. bə řastí ʔəm kəbabə zór bə lezéte.
40. bə taybetí lém jega xošə.
41. wábzanīm dīrəŋbu, bá bīřoyŋ.
42. férmu bá bīřoyŋ.
43. ʔuméd ʔəkəm sībáyne bəyani bītbinīm.
44. bəyanì lə ʔuteləké čawerətan ʔəkəm.
45. báše, járe xwà hafíz.
46. xwá hafíz.

Sentence Resumé - English

1. Good evening, Dara.
2. Good evening, Bob.
3. When did you come here?
4. Just a while ago.
5. Where shall we go tonight?
6. Where would you like for us to go?
7. I don't know.
8. I intend for us to go the Officials Club for you to see the club.
9. Where is the Club?
10. It is not very far away; it is over there, by the Governor's house.
11. Good, let's go.
12. Here is the club; let's go in.
13. You have a nice, large club.
14. Where would you like for us to sit?
15. Wherever you like.
16. If you like, we can sit near the pond.
17. Very good.
18. In summer this club is very cool.
19. Who is that boy?
20. This is my friend Ahmed.
21. Ahmed! Come sit with us.
22. O.K ., I am coming. Good evening.
23. Ahmed! I would like you to meet a friend.
24. My name is Bob.
25. And my name is Ahmed.

26. Where are you from, Sir?
27. I am an American.
28. Welcome.
29. Thank you.
30. I am really quite thirsty and I'd like to have a glass of water.
31. I'll have a coffee.
32. I am hungry.
33. What do you want to eat?
34. I believe I'll have some kabob.
35. Well Bob, aren't you hungry?
36. I think that I should also have some kabob.
37. Very good, then I'll eat kabob, too.
38. I believe that kabob is the best dish here.
39. Indeed, this kabob is quite delicious.
40. Especially in this nice place.
41. I believe it's getting late, let's go.
42. Alright, let's go.
43. I hope I see you tomorrow morning.
44. I'll wait for you tomorrow morning at the hotel.
45. O. K ., Good-bye for now.
46. Good-bye.

B. Additional Vocabulary

Nouns

jwán	Jwan (P.N. - female)
behár	Spring
hawín	Summer
payíz	Autumn
zīstán	Winter
beyaní	morning
niweró	noon
ésir	afternoon
deqiqé	minute
ʔíš kīrdín	to work; work(ing)

Adjectives

pīčúk	small
xošewíst	beloved; dear

Verbs

bīpīrsí[t]	that you ask (sg.)
yem	I come

Particles

dwéne	yesterday
dúsībey	the day after tomorrow

dwaí	later; after that
šewé	tonight
bə tənhá	alone
níw	half

### Countries

kənədá	Canada
řusyá	Russia
ʔələmanyá	Germany
suryá	Syria
turkiyá	Turkey

## C. Notes.

### 1. Pronominal Suffixes.

In addition to the personal pronouns mîn 'I', to 'you', ew 'he/she/it', etc., Kurdish has a set of affixes which correspond to the independent pronouns. They occur attached to all parts of speech, and may be suffixed, prefixed, or infixed. We have

náwim	'my name'	řefiqekém	'my friend'
náwīt	'your name'	řefiqekét	'your friend'
náwi	'his name'	məsnáy	'its meaning'
kītebəkántan	'your books'		
kámyan	'which of them?'		

The pronominal suffixes are given below:

Singular	Plural
Cīm/Vm	-man
Cīt/Vt	-tan
Ci/Vy	-yan

Although we have not yet seen the first person plural form -man, it is obvious that the plural is formed from the singular by the addition of the plural suffix -an, so we have supplied the missing form to complete the picture. A complete paradigm follows:

After Consonant: náw		After Vowel: řefiqeké	
náwim	'my name'	řefiqekém	'my friend'
náwīt	'your name'	řefiqekét	'your friend'
náwi	'his name'	řefiqekéy	'his friend'
náwman	'our name'	řefiqekéman	'our friend'

náwtan	'your name'	řefiqekétan	'your friend'
náwyan	'their name'	řefiqekéyan	'their friend'

Note that the pronominal suffixes are unstressed.

The pronominal suffixes have the same meanings as the corresponding independent pronouns; i.e., *mín* and *-ím* both mean 'I'. However, their functions are quite different; the suffixes are the forms normally used. Thus, if an independent pronoun is used, special emphasis accrues. Compare the following pairs:

náwím	'my name'	-	nàw-i mǐn	' <u>my</u> name'
ʔezaním	'I know'	-	mǐn ʔezaním	' <u>I</u> know'
bót	'for you'	-	bo tó	'for <u>you</u> '

Let us now look at the ways in which the pronominal affixes are used.

a. With Nouns. Suffixed to nouns, the pronominal suffixes show possession. As a rule, the possessed noun must have the definite suffix: *ktebékém* 'my book'; *xenjerekétan* 'your dagger'. Exceptions are most kinship terms plus a few miscellaneous nouns as *naw* 'name', *mal* 'house', *níyáz* 'intention', etc.

b. With *hébún* 'to exist'. In *pĩrsyárekim hēyē* 'I have a question' the structure is Noun + Pron. Suff. + a form of *hébún*. *hēyē* 'there is' is present tense; *hēbu* 'there was' is past tense; and *níyē* 'there is not' and *nēbu* 'there was not' are the respective negative forms. Other examples:

<i>xenjēr-i bášit hēyē?</i>	'Do you have any good daggers?'
<i>yanēyek-i gewrétan hēyē.</i>	'You have a large club.'
<i>pĩrsyárīm hēbu.</i>	'I had some questions.'
<i>ʔutel-i zóryan níyē.</i>	'They don't have many hotels.'

c. *tinúme*. Related to the usage under b. are the expressions *tinúme* 'I'm thirsty' and *bĩrsíme* 'I'm hungry.' *tinú* 'thirst' and *bĩrsí* 'hunger' are nouns, *-m-* is the pronominal suffix, and *-ē* is the copula 'is'; thus the expression means literally 'I have thirst.' The pronominal affix is changed according to the subject:

tinúme	'I'm thirsty'	tinúmane	'we are thirsty'
tinúte	'you're thirsty'	tinútane	'you are thirsty'
tinúy-eti	'he's thirsty'	tinúyane	'they are thirsty'

Note that in the third person singular the copula suffix -ə 'is' is replaced by -eti; this happens whenever the copula suffix follows the pron. suff. -y. The negative is tinumfiye, tinutfiye, etc.

d. Prepositions. The pronominal suffix on a preposition is the object of that preposition:

bášbu hati legélma 'It's good you came with me' ('with' = legél...a)

héc ʔišekĩtbu mĩn ʔamadém bot bkem. 'I'm ready to help you in any way I can.'

ʔém xenjerèt bo číyē. 'What do you want with this dagger?'

e. The Preposed Object. The last sentence in paragraph d. above needs comment. The -t on ʔémxenjerē is the object of bo, so that the literal meaning is "What is this dagger for you?" It is a general rule that when a pronominal suffix is the object of a preposition, it is placed on the first word in its own clause after the subject of that clause; this rule does not apply if the preposition follows the verb as in the first example above. The pron. suff. placed on a prior word in the clause rather than on its own preposition is called a preposed object. Other examples:

dergám bō bkēnewē.	'Open the door for me.'
qawém bo ʔamadēkē.	'Prepare some coffee for me.'
gwé lē mamwesta ʔegrĩm	'I'm listening to the teacher'
	and
gwéy lē ʔegrĩm.	'I'm listening to him' (lē is the form of lē when its object does not follow it)

f. Verbs. Pronominal affixes inserted before the present stem of the verb denote direct object:

ʔewaré ʔetbinĩm	'I'll see <u>you</u> this evening.'
sbéyme ʔetanbinĩm	'I'll see <u>you</u> tomorrow.'

ʔeməwe bīnerīm bo řefíqekīm 'I want to send it to a friend of mine.'

The full paradigm follows with ʔenase 'he knows (s.o.)':

ʔemasé	'he knows me'	ʔemannasé	'he knows us'
ʔetnasé	'he knows you'	ʔetannasé	'he knows you'
ʔeynasé	'he knows him/ her'	ʔeyannasé	'he knows them'

In case of a verbal phrase the object is suffixed to the pre-verbal (see page 154):

zór tešekkúrit ʔekəm	'I thank <u>you</u> very much.'
hól <sup>u</sup> yan ʔegrīm.	'I'll take <u>them</u> .'
le ʔuteleke čawerétan ʔekəm.	'I'll wait for <u>you</u> at the hotel.'
fərmu hól <sup>i</sup> grə.	'Please take it.'

The verb ʔeməwé is unique: the pronominal affix is inserted between the aspect prefix ʔə- and the stem -əwé(t) to denote the subject; the pron. affix is preposed to the first word in its clause:

ʔeməwe bīnerīm bo řefíqekīm	'I want to send it to a friend of mine.'
ʔémxənjerəm ʔəwe	'I want this dagger.'

The other forms of the present tense are ʔetəwé, ʔeyəwé, ʔəmanəwé, ʔətanəwé, and ʔəyanəwé.

In the sentence dinárekīt ʔədəyne 'We'll give you a dinar.' the verb is ʔədəyn 'we give' with the suffixed preposition -ə 'to'. By the rule in section d. above its object -t is preposed to the noun preceding it. Other forms of the verb are ... ʔədəmé 'I give to...' and ... ʔədəáte 'he gives to...'.

g. The reflexive xo takes the pronominal suffixes: xom 'myself', xot 'yourself', xoy 'himself', etc. The two major uses of this reflexive are (1) reflexive pronoun, as

xótan ʔamaméken	'Get yourselves ready.'
-----------------	-------------------------

and (2) emphatic pronoun, as

ʔarezu-i xóte	'as you wish' (= ʔarezu-i tóye 'it is your desire')
---------------	--

xóm ʔəzanīm

'I (myself) know.'

As a matter of fact, this use of the reflexive is quite common, so that in formulas like the first example above any idea of emphasis is dissipated.

h. Interrogatives and indefinite particles. With these the pronominal affixes have partitive meaning:

kámyam

'which of them? which one(s)  
(out of the lot)?'

híčyan

'none of them'

hemíman

'all of us'

i. Note 1. When both the pronominal suffix and the suffix -iš 'also' (see p. 121) are added to the same word, -iš precedes the pron. suffix:

xóšit ʔamadè ke.

'You get ready too.'

bīrsim nīyew tinúšim nīye.

'I'm not hungry, and I'm not  
thirsty either.'

legélišyan

'with them also'

j. Note 2. The pron. suff. -it is often assimilated to -in before nīye 'is not', as bīrsin nīye = bīrsit nīye; ʔišin nīye = ʔišt nīye; etc.

## 2. Izafa. (Ref: pp. 75, 121)

The basic function of izafa -i- is to show modification, as in xenjēr-i baš 'good daggers'. Izafa also is used to show apposition, as in ʔəhməd-i řefiqim 'Ahmad who is my friend' = 'my friend Ahmad'. Other examples: dara-i bram 'my brother Dara'; jamāl-i mamwestá 'Jamal the teacher'.

## 3. Word Order.

The clause in Kurdish is made up essentially of the following elements in the following order:

ʔinja mamwestaké  
(Introd.) Subject.

le smif  
(modifier)

dérs  
object

ʔewene.  
verb.

The modifier of a verb of motion follows the verb:

bà pékəwə bčir bo bazár.  
verb (modifier)

Interrogatives may serve any syntactic function. In English they normally all come first in the sentence, but in Kurdish they take the normal position for their particular syntactic function, wherever it might come in the clause:

Subject: ke məsnay ʔəzane ? 'Who knows what it means?'

Direct Object: ʔətəwə čí bxoy 'What do you want to eat?'

Obj. of Preverbal: čawere-i ké ʔəkey ? 'Whom are you waiting for?'

Obj. of Prep: ču bo kwé ? 'Where did he go?'

Predicate: yanè lə kwéyə ? 'Where is the Club?'

#### 4. "To Go".

We have now seen two verbs meaning 'to go'. ʔəčím (infinitive čun) means 'I go (to do something)' while ʔəřóm (infinitive řoyštín) means 'I go, go away, leave (a place)'.

D. Exercises

1. Round Drill:

Model: Q. káy hati bo ʔerè

A. tózekə.

sé sal

bíst dəqíqə

heftéyək

niw səʔát

dú řož

čén səʔatek

mánek

dú heftə

řóžek

dú səʔat

2. Substitution Drill:

Model: ʔímšew bo kwe bíčín.

ʔímro

ʔésta

ʔínja

dwaí

síbéyne

dúsíbəy

šəmmə

yəkšəmmə

ĵumsé  
 beyaní  
 niweró  
 sésir  
 ʔewaré  
 tózek-itír  
 sesátek-itír

### 3. Substitution Drill:

Model:           nīyázim waye bičín bó yanə.

máləwə  
 báx-i giští  
 ʔuteləké  
 məktéb  
 šeqám-i kawé  
 sinəmə  
 čayxané  
 dərbəŋ-i xán  
 ʔiš kirdín  
 ʔém šarə xòšə  
 ʔəw baxə gewrəye  
 ʔerán  
 ʔəməriká

### 4. Substitution Drill:

Model:           bá bčine žúrewe.

máləwə  
 bazár  
 məktéb  
 sfníf  
 bák-i gĩští  
 čayxanəké  
mál-i mutəsəríf  
 dukán-i ʔəhməĩ  
 həwlér  
 ʔére

# 5. Substitution Drill:

Model:            bá bĩčín bó ʔəwəy bĩbinin.

bĩkřín  
 bĩfrošin  
 bĩxoyn  
 bĩxoynəwə  
 bĩbřín  
 bĩkeynəwə  
 bĩleynəwə  
 bĩkeyn  
 bĩnusin

# 6. Substitution Drill:

Model:            ʔəmətá yanəke.

məktéb

qəlém

čayxané

ʔutél

báx

žín

pyaw

řubár

pĩr ožé

kũř

jumlé

wĩšé

mamwə stá

mál

## 7. Substitution Drill:

Model:           yanóyek-i gəwrótan hàyə

jwan

pĩčúk

xoš

baš

čak

dur

kon

tazé

bərz

jwantír

gəwretír  
baštír

8. Substitution Drill:

Model:            hawinán ʔém yanəyə zór xošə.

zīstán  
bəhár  
payíz  
bəyaní  
niweró (niwerwán)  
ʔésír  
ʔewaró  
šəw  
řóž

9. Substitution Drill:

Model:            ʔemə ʔehməi-i refiqmə

kərí-m-i    kuř  
dará-i      bīradər  
jwán-i      kīč  
pəxšán-i    žīn  
jorj-i      ~~ma~~mwestá  
perixán-i   xošəwíst  
ʔelí-        qutabí  
ʔehməi-i    bīrá

10. Substitution Drill:

Model:           hawinán ʔém yanəye zór fenīkə.

xoš

jwan

pīř

jwantīr

baš

baštīr

čaktīr

11. Substitution Drill:

Model:           wəře lay ʔemé daniše.

nán bīxo

qawéyek bīxorəwə

goraní bīle

dérs ferbə

dérs bīlerəwə

kítéb bīfroše

qəlém bīkre

gwé bīgre

ʔém wīšəye bīnuse

12. Substitution Drill:

Model:           ʔestá hatīm.

ʔímro

dwéne

ʔfmsal  
 beyaní  
 ʔewaró  
 šəwé  
 šemmé  
 jumʔé  
 bə tənhá  
 le dwáy to  
 niweró

### 13. Substitution Drill:

Model:        hez ʔəkəm ʔém bīradèrə bīnasi.

ʔém kītèbə bīxweni  
 ʔém kəbàbə bīxoy  
 ʔém wīšəyə bīnasi  
 ʔém goraniyə bīley  
 ʔém malè bībini  
 ʔém xənjàrə bīkři  
 leré daniši  
 báš gwebīgri  
 sér-i bāx-i gīští bīey  
 kurdí čak ferbi  
 ʔərəbí báš bīzani

### 14. Round Drill:

Model:        Q.    xélq-i kwéy.

A<sup>1</sup>      mĩn xólq-i ʔemərikám

ʔəmwĩlatə

bəɣá

suleymaní

suryá

turkiyá

kənədə

řusyá

ʔələmanyá

ʔeré

ʔəmšaré

A<sup>2</sup>      mĩn xólq-i ʔiráqĩm

lubnán

londén

ʔerán

kərkúk

həwlér

pakĩstán

kurdustán

məšigén

# 15. Substitution Drill:

Model:            ʔətəwe čí bxoy[t]

bkey

bīley  
 bxoytəwə  
 bībini  
 bīxweni  
 bīnusi  
 bīpīrsi  
 bīkři  
 bīfroši  
 hēlgīri  
 bīzani  
 bībři

16. Round Drill:

Model:        Q.        ʔətəwə čí bxoy  
                  A.        ʔəməwə kəbáb bīxom

Answer the questions formed in drill No. 15. in the way shown in the model above.

17. Substitution Drill:

Model:        zór čake, kəwatá mīniš kəbab ʔəxom.

qawé ʔəxoməwə  
 pərdáxek ʔáw ʔəxoməwə  
 nán ʔəkřīm  
 pyasé ʔəkəm  
 dérs ʔəxwenīm  
 goraní ʔelēm

yem

ʔemé ferʔebĩm

ʔəm xənjeré helʔegrĩm

sér-i tó ʔeĩem

18. Word Formation Drill: Izafa of definite nouns -ə-

Model: a. jegá 'place' ʔəmjegayé 'this place' 'ʔémjega jwanè 'this pretty place'

$\left. \begin{matrix} e \\ ə \\ a \\ o \end{matrix} \right\} = \emptyset$

gwe

de

ře

yané

qawé

čayxané

qsé

ʔewaré

bəɣá

ča

dərgá

məɳná

sinəmə

niwəró

ho

do 'do' (a sour milk drink)

Model: b. ʔarezú 'desire' ʔəmʔarəzuwé 'this desire' ʔəmʔarəzuwə jwanè 'this good desire'

$\boxed{u+wə}$

řu

mu

pelú

Model: c. goraní 'song' ʔəmgoraniyé ʔémgoraniyə jwanè 'this pretty song'

i+yè beyaní  
 ʔeraní  
 ʔermení  
 yará  
 qutabí  
 yarmətí

Drill:

niweró	goraní
ʔimlá	twe 'slice'; 'ply'
do	<u>hají</u> 'pilgrim'
murajəsə	bəřú 'oak'; 'acorn'
jegá	šəmmə
ʔəmerikí	me 'female'
sinəmə	tu 'mulberry'
wĩšə	

19. Substitution Drill:

Model: ʔuméd ʔəkəm sībəyne beyaní bītbinīm.

bītanbinīm

bibinīm

čawerét bīkəm

čawerétan bīkəm

čaweréy bīkəm

sérīt bīem

sértan bīem

séri bīem

yarmetīt bīem

yarmetítan bīem

yarmetí bīem

məmnúnīt ʔəkəm

məmnúntan ʔəkəm

məmnúni ʔəkəm

20. Word Formation: Negative Verbs (Present Indicative).

Model: mīn: ʔəzaníīm - názanīm 'I know' - 'I don't know'  
to : ʔəzaní[t] - názani[t] 'you know' - 'you don't know'  
ʔemé: ʔəzanín - názanin 'we know' - 'we don't know'

Give the affirmative and negative of the following verbs for the three pronouns above:

Example: ʔəbiníīm - nábinīm, ʔəbiní - nábiní, ʔəbinín - nábinín  
ʔəčíīm  
ʔəkém  
ʔətwaníīm  
ʔəlém  
ʔəxóm  
ʔəxóməwə  
ʔəíéməwə

hélʔəgrîm - həlɲágrîm

wérʔəgrîm

gwéʔəgrîm

férʔəbîm

dáʔənišîm

dáʔəxəm

## 21. COMPOSITION

### A. Boy

1. What is your name?
2. What do you do here?
3. How many lessons do you have every day?
4. Well then, when do you review?
5. I learned Kurdish in school in the United States. And where did you learn (it)?
6. No, I am an Iraqi.
7. Would you like to go to Iran?
8. I intend to go to Iraq this summer, because I'll finish school after three more months.
9. I'm going to work.
10. Would you like to go for a walk?
11. Let's go together. I'm thirsty too and would like to have a cup of coffee.

### B. Girl

1. My name is...
2. I study Kurdish.
3. We have one lesson every two days.
4. We review every day answering the questions. Where did you learn Kurdish?
5. I learned Kurdish here. But it seems that you are an American.
6. I am from Iran.
7. I think I will go to Iran after three years; and you?
8. Very good, and what are you going to do in Baghdad?
9. Very good.
10. No, I want to go to that restaurant because I am thirsty and hungry.
11. O.K., let's go, but we should speak in Kurdish.

## Lesson VII

### A. Basic Sentences

dérs-i həwtəm

bás-i kītébek

Seventh Lesson

Talk about a Book

b. 1. káy hati bò ʔerè.

a  
b

When did you come here?

pěš

before

léməwpeš

before now

tòzek léməwpeš

a short time ago

d. 2. tòzek léməwpeš hatim.

a  
r  
a

I came a little while ago.

pyasém kird

I strolled, went for a stroll

tózek pyasém kird

I went for a little stroll

hélsam

I stood up; I woke up

xəw

sleep

lə xəw hélsam

I got up; I woke up

zú

early

zú lə xəw hélsam

I woke up early

b. 3. ʔimro zú xəw hélsam

I woke up early today, and went

tózek pyasém kird.

strolling for a while.

čúy[t]

you went (sg.)

d. 4. bo kwé čuy

Where did you go?

kitebxané

book shop

kitebxané-i kurdustán

the Kurdistan Bookshop

čum

I went

čum bò kitebxané-i kurdustán

I went to the Kurdistan Bookshop

	dwaí	afterwards
	dwaí čum bō kītebxanē-i kurdustán	then I went to the Kurdistan Bookshop
b. 5.	tōzek pyasém kīrd, dwaí čum bō kītebxanē-i kurdustán	I had a short walk and then went to the Kurdistan Bookshop.
	kīří[t]	you bought (sg.)
	kītébi[t] kīři	you bought books
	hič	any
	hič kītebi[t] kīří?	did you purchase any books?
d. 6.	hič kītebi kīří?	Did you purchase any books?
	kītébi m kīři	I bought a book/some books
	yék kītebi m kīři	I bought one book
b. 7.	béle, tənha yék kītebi m kīři.	Yes, I bought only one book.
	bas	discussion; information
	bás ʔeka[t]	he/it deals with, treats of, tells about, relates
	bàs-i čí	information about what?
	bàs-i čí ʔeka[t]?	What does it deal with?
d. 8.	ʔéw kītebe bàs-i čí ʔeka	What is that book about?
	mežú	history
	mežú-i kurdustán	the history of Kurdistan
	bàs-i mežú-i kurdustán ʔeka[t]	it deals with the history of Kurdistan
b. 9.	wábzanim bàs-i mežú-i kurdustán ʔeka.	I believe it is about the history of Kurdistan.

nusér [nuserán]

writer, author

nusèreké

the writer

nusèrekéy

its author, the author of it

náw-i nusèrekéy

the name of its writer

nàw-i nusèrekèy číyè?

what is the name of its author?

d. 10. ʔezaní naw-i nusèrekéy číyè? Do you know what the author's name is?

zaná

learned; Zana (P.N.-male)

náwi

his name

náwi zanáyè

His name is Zana

nusèrekéy náwi zanáyè

The name of its author is Zana

b. 11. wábzaniṁ nusèrekéy náwi zanáyè. I believe the author's name is Zana.

kítèbek-i zór baš

a very good book

ʔebé kítèbek-i zór bažbe

It must be a very good book.

d. 12. kəwatá ʔebe kítèbek-i zór bažbe. Then it must be a very good book.

b. 13. bočí wá ʔeley.

Why do you say so?

nusérek

a writer

nusérek-i čáke

He is a good writer

zaná nusérek-i zór čáke

Zana is a very good writer

mamwəsta zaná nusérek-i  
zór čáke

Mr. Zana is a very  
good writer

ʔezaniṁ mamwəsta zaná  
nusérek-i zór čáke

I know that Mr. Zana is  
a very good writer

d. 14.   čunke ʔezanīm mamwesta                   Because I know that Mr. Zana is  
          zana nusérek-i zór čake.                   a very good writer.

          xélq-i kwéye                               Where is he from?

b. 15.   mamwesta zana xélq-i kwéye?           Where is Mr. Zana from?

d. 16.   mamwesta zana xélq-i                   Mr. Zana is from this city.  
          ʔémšaréye.

          šīt                                       thing

          čaktirin šīt                           the best thing

          ʔewéye                               it is that; that's it

          čaktirin šīt ʔewéye               That is the best thing

          čaktirin šīt lém kitebè           That is the best thing  
          ʔewéye                               in this book

          nexšé                               map

          nexšéyek                           a map

          nexšéyek-i kurdustán           a map of urdistan

          tya                               in it

          tyáye                               It is in it

          nexšéyek-i kurdustán-i tyáye   There's a map of Kurdistan in it.

b. 17.   čaktirin šīt lém kitebè           The best thing about this book is that  
          ʔewéye, nexšéyek-i                   it contains a map of Kurdistan.  
          kurdustán-i tyáye.

          tyábu                               there was in it

          básek                               a piece of information, a news  
  item

básek-i wa	a piece of news like this
básek-i wá-i tyabu	There was such a news item in it
řožnamé	newspaper, paper
žin	life; Zhin (P.N.-newspaper)
řožname-i žín	the newspaper Zhin
le řožnamé-i žín	in (the newspaper) Zhin
ʔimro le řožname-i žín básek-i wá-i tyabu	there was such a piece of news in Zhin today
d. 18. řázekey, ʔimro le řožname-i žín básek-i wá-i tyabu.	That's right, there was such a news item in Zhin today.

pišán ʔəia[t] [pišán ʔeda[t]]	he/she/it shows (trans.)
pišáni ʔəia[t] [pišáni ʔeda[t]]	he shows it
řegá	road
ʔotom[o]bí <u>l</u>	car, auto
řegá-i ʔotombí <u>l</u>	highways, car roads
šemənefér [šeməndəfér]	train
řegá-i šemənefér	railroad
řegá-i ʔotombí <u>lu</u> šemənefér	highways and railroads
řegá-i ʔotombí <u>lu</u> šemənefér heyə	There are highways and railroads
herčí	whatever
herčí řegá-i ʔotombí <u>lu</u> šemənefér heyə pišáni ʔəia	It shows whatever highways and railroads there are
herčí řegá-i ʔotombí <u>lu</u> šemənefér ləm wílaté- heyə pišáni ʔəia-	It shows whatever highways and railroads there are in this country

- |        |  |   |
|--------|--|---|
| b. 19. | ʔém nexšeyè herčí řegá-i<br>ʔotomobílu šemenefér lèm<br>wílaté høye pišáni ʔeĩa.                             | This map shows all the highways and<br>railroads that there are in this<br>country.   |
|        | tyá nusrawe<br>šárudé<br>šax<br>dol<br>šáxudól<br>gird<br>šáxu dólú gird<br>nàw-i šáru déw šáxu<br>dólú gird | it has been written in it<br>cities and villages<br>mountain<br>valley<br>mountains and valleys<br>hill<br>mountains, valleys and hills<br>the names of cities, villages,<br>mountains, valleys and hills |
| d. 20. | wábzanim nàw-i herčí šáru déw<br>šáxu dólú girdu řubár høye<br>tyá nusrawe.                                  | I believe it contains the names of all<br>the cities, villages, mountains, valleys,<br>hills, and rivers (that there are).  |
| b. 21. | bóle řáste.  | Yes, that is right.   |
|        | dané<br>danéyek lèm kítebe   | one piece, one copy, item, etc.<br>a copy of this book  |
| d. 22. | wábzanim mīniš ʔebe danéyek<br>lèm kítebe bikřim.  | I believe I also should buy a copy<br>of this book.   |
| b. 23. | ʔarezú-i xóte  | As you wish.  |
|        | ʔíšin nīye [ʔíšit nīye]  | you have no work; you have<br>nothing to do   |

d. 24. ʔəgər ʔestá ʔíšīn nīyə ʔəwa If you don't have anything to do now,  
pékəwə ʔəčin bó kītebxanəkè. then we'll go together to the bookshop

b. 25. zór baše, mīniš ʔəməwə Very good, I also want to buy a  
řožnaméyek bīkřīm. newspaper.

zu	soon; early
ba zú bīčin	let's go soon
mumkín	possible; probable
mumkíne	it is possible
mumkíne mamwəsta zaná bbinin [bībinin]	it is possible that we'll see Mr. Zana.
ləwé	there; in that place
ləwé bbinin	that we see there
mumkíne mamwəsta zaná ləwé bbinin	It is possible that we'll see Mr. Zana there.

d. 26. ba zú bčin čunke mumkíne Let's go right away, because it is  
ʔestá mamwəsta zaná ləwé quite possible that we'll see Mr.  
bbinin. Zana there now.

b. 27. férmu, bəlam wábzanīm ʔesta Let's go, but I think it is (too)  
dīréne. late now.

d. 28. bōči səcat čéne? Why, what time is it?

niw	half
yanzéw niw	eleven and a half

yanzéw niwe

it's eleven and a half

seʔát [seʔáï]

o'clock

b. 29. ʔesta seʔàï yanzéw niwe.

It's half past eleven now.

čaréḱ

quarter

čaréḱe

it is a quarter

yanzéw čaréḱ

eleven and a quarter

yanzéw čaréḱe

it's eleven and a quarter

seʔàï yanzéw čaréḱe

it's a quarter past eleven

la-i mǐn

by me

d. 30. la-i mǐn seʔàï yanzéw čaréḱe. It's a quarter past eleven by my watch.

dəqíqé, dəyəqqé

minute(s)

dé dəqíqə

ten minutes

bə dé dəyəqqə [bə dé dəqíqə]

in ten minutes

ʔəgéyn

we arrive

bə dé dəyəqqə ʔəgeyn

we'll arrive in ten minutes

b. 31. ʔəger zú bǐčín bə dé

If we go right away, we'll get there

dəyəqqə ʔəgeyn.

in ten minutes.

d. 32. bášə bá bǐčín.

Good, let's go.

### Sentence Resumé - Kurdish

1. káy hati bó ʔerè?
2. tòzek lémowpeš hatim.
3. ʔimro zú le xèw hêlsamu tózek pyasém kird.
4. bo kwé čuy?
5. tòzek pyasém kird, dwaí čum bó kîtebxané-i kurdustán.
6. hîč kîtebî kîrî?
7. bále, tenhà yék kîtebim kîrî.
8. ʔéw kîtebe bàs-i čí ʔeka?
9. wábzanim bàs-i mežú-i kurdustán ʔeka.
10. ʔezaní naw-i nuserekey čiyè?
11. wábzanim nuserekéy náwi zanáyè.
12. kəwatá ʔebe kîtebek-i zór bažbe.
13. bočí wá ʔeley.
14. čunke ʔezanim mamwesta zaná nuserek-i zór čakè.
15. mamwesta zana xélq-i kwéyè?
16. mamwesta zana xèlq-i ʔémšarèyè.
17. čaktirin šît lém kîtebe ʔewéyè, nexšéyek-i kurdustán-i tyáyè.
18. řázekéy, ʔimro le řožnamè-i žín básek-i wá-i tyabu.
19. ʔém nexšeyè herčí řegá-i ʔotomobílu šemənéfér lém wīlaté həyè pišáni ʔəia.
20. wábzanim naw-i herčí šáru déw šáxu dólu gírdu řubár həyè tyá nusrawè.
21. bále řáste.
22. wábzanim mīniš ʔebe danéyek lém kîtebe bîkrîm.
23. ʔarəzú-i xóte.
24. ʔeger ʔestá ʔišîn nīyè ʔəwa pékəwə ʔəčin bó kîtebxanəkè.

25. zór baše, mīniš ʔəməwe řožnaméyek bīkřim.
26. ba zú bčín čuŋkə mumkíne ʔestá mamwəsta zaná ləwé bbinin.
27. fěrmu, belam wábzanīm ʔesta dīrəŋə.
28. bōči səʔat čéŋə?
29. ʔesta səʔà yanzéw niwə.
30. la-i mīn səʔá yanzéw čareke.
31. ʔəgər zú bīčín bə də dəyəqqə ʔəgəyn.
32. báše bá bīčín.

Sentence Resumé - English

1. When did you get here?
2. I came a little while ago.
3. I woke up early today, and went for a short stroll.
4. Where did you go?
5. I had a short walk and then went to the Kurdistan Bookshop.
6. Did you purchase any books?
7. Yes, I bought only one book.
8. What is that book about?
9. I believe it is about the history of Kurdistan.
10. Do you know the name of the author?
11. I believe the author's name is Zana.
12. Then it must be a very good book.
13. Why do you say so?
14. Because I know that Mr. Zana is a very good writer.
15. Where is Mr. Zana from?
16. Mr. Zana is from this city.
17. The best thing about this book is that it contains a map of Kurdistan.
18. That's right, there was such a news item in Zhin today.
19. This map shows all the highways and railroads that there are in this country.
20. I believe it contains the names of all the cities, villages, mountains, valleys, hills, and rivers (that there are).

21. Yes, that is right.
22. I believe I also should buy a copy of this book.
23. As you wish.
24. If you don't have anything to do now, then we'll go together to the bookshop.
25. Very good, I also want to buy a newspaper.
26. Let's go right away, because it is quite possible that we'll see Mr. Zana there now.
27. Let's go, but I think it is late now.
28. Why, what time is it?
29. It's half past eleven now.
30. It's a quarter past eleven by my watch.
31. If we go right away, we'll get there in ten minutes.
32. Good, let's go.

B. Additional Vocabulary

Nouns

řož	sun
pyaw	husband; servant
žin	wife
kuř	son
kĩč	daughter
məhmí	Mahmoud (P.N. - male)
barán	Baran (P.N. - male)
řešól	Reshol (P.N. - male)
šáxu dák	mountains
šáru dé	towns and villages
řu	face
řun níyø [řut níyø]	you are shy, bashful

Adjectives

tazé	new, newly, just now
------	----------------------

Verbs

bíkəməwə	that I open
ʔəxwené[t]	he reads
ʔənušé[t]	he writes
ʔəbiné[t]	he sees
ʔəzané[t]	he knows
ʔəbřé[t]	he cuts

ʔəbé[t]	he becomes, will be
ʔəfrošé[t]	he sells
ʔəkřé[t]	he buys
ʔəčé[t]	he goes
ʔətwané[t] (+ subjunctive)	he can, is able to
hélʔəgre[t]	he carries
dáʔəniše[t]	he sits down
té ʔəgey[t]	you (do) understand (sg.)
bīnuse	write! (imperative sg.)
ménuse	don't write! (imperative sg.)
cákīm kird	I improved (it)
jwantīrīm kird	I beautified (it), made it more beautiful
xóšīm kird	I made (it) pleasant
zórīm kird	I increased (it)
be lezétīm kird	I made (it) delicious
férīm kird	I taught him
fer-i serebīm kird	I taught him Arabic

Supplementary Dialog:

sərat čəŋə

<sup>1</sup>sə̀rət čəŋə?

<sup>2</sup>sərat šəšu níwə.

<sup>1</sup>səratekəm wəstáwə, la-i mĩn  
wəstá səra [sərat] pənju čarəke.

<sup>2</sup>wətĩrsĩm səratekət lə dwáye.

<sup>1</sup>nəʔ, səratekəm dáyma [dáyima]  
lə pəšə.

<sup>3</sup>la-i mĩn səŕá [sərat]  
šəšu bíst dəyɪqəyə.

<sup>1</sup>kəy bíčĩn bó bəx-i gĩštĩ.

<sup>2</sup>čarəkek-itĩr.

<sup>1</sup>jəre bá səratekəm čá[k]kəm.  
wəstá sərát čəŋə bə təwawĩ.

<sup>2</sup>la-i mĩn wəsta čarəkek-i  
wəwə[t] bó həwt.

<sup>1</sup>wəy la-i tó čəŋə wəhməĩ.

<sup>3</sup>la-i mĩn bístu pənj  
dəyɪqə-i wəwə bó həwt.

<sup>1</sup>bášə. təšekúrtan wəkəm.

What Time Is It?

What time is it?

It is half past six.

My watch has stopped. It is now  
a quarter past five by my watch.

I am afraid your watch is slow.

No, my watch is always fast.

It is twenty minutes past six  
by me.

When shall we go to the Public  
Garden?

In another quarter of an hour.

Just let me set my watch first.  
Exactly what time is it now?

By my watch it's now a quarter  
to seven.

And what time do you have, Ahmed?

It is twenty-five minutes to  
seven by me.

O.K. I thank you (pl).

### C. Notes.

#### 1. Verbs: Present Tense, Third Person Singular (Ref. 76ff., 151-7).

In Lesson 3 (see Ref.) verbs are classified as having either a consonant stem, as *ʔəzanim*, *ʔənusim*, *ʔəčim*; or a vowel stem, as *ʔəxóm*, *ʔəkém*, *ʔələm* *ʔəfermíy*. Of these, stems ending in -o and -ə take the inflectional suffix -a(t) for the third singular present tense, and all others take -e(t):

<i>ʔəzanét</i>	'he knows'	<i>ʔəkát</i>	'he makes'
<i>ʔənusét</i>	'he writes'	<i>ʔəxwát</i>	'he eats'
<i>ʔəčét</i>	'he goes'		
<i>ʔələt</i>	'he says'		
<i>ʔəfermwét</i>	'he says' (honorific)		

Notice that when inflections beginning with vowels are added to vowel stems, changes take place:

$\text{ə} + \text{a} = \text{a}$	:	<i>ʔəkém</i> - <i>ʔəkát</i> ; <i>ʔədém</i> - <i>ʔedát</i>
$\text{o} + \text{a/o} = \text{wa/we}$	:	<i>ʔəxóm</i> - <i>ʔəxwat</i> ; <i>ʔəfermíy</i> - <i>ʔəfermwét</i>
$\text{e} + \text{e} = \text{e}$	:	<i>ʔələm</i> - <i>ʔələt</i>

Thus we can say that verbs whose stems end in -ə or -e have a special stem in the third person singular which has no vowel: -kə- and -k-, -lə- and -l- as illustrated above.

#### 2. Present Tense: Negative Imperative (Ref. pp. 56-8).

The negative imperative is identified by the prefix *mé-* which replaces the affirmative imperative prefix *bí-*; the other aspects of the imperative verb remain unchanged. Thus:

<i>bíníse</i>	'write!'	<i>ménuse</i>	'don't write!'
<i>bínísín</i>	'write!' (pl.)	<i>ménusín</i>	'don't write!' (pl.)
<i>bínuse</i>	'write it!'	<i>méynuse</i>	'don't write it!'

### 3. The Preterite Tense.

a. Most of the verb forms that have occurred so far have been in the present tense; there are several past tenses, however, and a number of preterite tense forms have now been learned. This section deals with the forms and uses of the preterite tense.

All verbs in the present tense undergo the same conjugation (except the copula [p. 96] and *ʔəməwé* [p. 181]). In the past tenses, however, there are two inflectional systems, one for intransitive and the other for transitive verbs. (Transitive verbs can take a direct object and be made passive, intransitives cannot.) Let us first look at intransitive verbs in the preterite tense.

b. Intransitive verbs. We have had the following forms of the singular in the preterite so far:

	Consonant Stems	Vowel Stems	:Cons/Vow.
mīn:	<u>hátīm</u> te <u>négəyštīm</u>	fér <u>bum</u> <u>čúm</u> <u>hél</u> <u>sa</u>	:-im/-m
to :	<u>hāti</u> te <u>gəyšti</u>	fér <u>buyt</u> <u>čúy</u>	:-i(t)/-y(t)
ʔəw:		báš <u>bu</u>	:-#

Thus: hél say 'you got up' and hél sa 'he got up'; hātu ču 'He came and went.'

c. Transitive Verbs; the Preposed Subject. Transitive verbs are interesting. First, they use the pronominal suffixes of 6.C.1 (p. 178) for subject inflections: kīrdīm 'I made (it)', kīrdīt 'you made (it)', kīrdi 'he made (it)'. Secondly, this subject suffix is preposed to the first expression in its clause, with the exception of the subject itself. Examples:

<u>pyasém</u> <u>kīrdi</u> .	'I took a walk ( <u>pyasé</u> ).'
<u>hič</u> <u>kītebīt</u> <u>kīří</u> ?	'Did you buy any books?'
<u>yék</u> <u>kītebīm</u> <u>kīři</u> .	'I bought one book.'

Remarks: The forms kīrdi and kīří are the past stems of these verbs; yék kīteb is one expression -- that is, a word with modifier -- and so the pronominal suffix is suffixed to the entire phrase.

Additional examples of the preposed subject:

xom xənjerək-i bášim kîři.	'I bought a good dagger.'
čít kîrd ləwè.	'What did you do there?'
bóči ʔəmwišeyet ləser textəké nusi.	'Why did you write these words on the blackboard?'
čáyan xwardəwə.	'They drank tea.'

d. Negation. Preterite verbs are negated by né-. Intransitives simply prefix it to the verb, as

te géyštîm	'I understand'
te négəyštîm	'I don't understand'

Transitive verbs insert the inflectional suffix after né-, as

nusîm	'I wrote it.'
némnusi	'I didn't write it.'
pyasém nékîrd	'I didn't take a walk.'

e. Uses. The preterite tense denotes one completed action. Since most completed actions have already taken place the preterite will probably most often refer to past time, but this is not necessarily always true. In the sentences

dwéne pyasém kîrd	'I took a walk yesterday.'
ʔímro pyasém kîrd	'I took a walk today.'

one act was performed in each case, one in past time - yesterday - and one in present time - today.

There are other instances where the preterite has present meaning. After unstressed wa the preterite tense is equivalent to a present progressive: wa hátîm 'I'm coming!' Also, after the relative ke 'when' the preterite may have either past or present meaning, as ke géyštîm 'When I arrive.' (or 'When I arrived.') Further, the preterite can be used for a future action which the speaker is certain will take place. For example, a Kurd in Iraq, on recording some Kurdish songs on tape, was told dénît çu bo ʔemərîka! Finally, it is interesting to

compare the equivalent expressions *te gáyštīm* and "I understand." English presents this as, perhaps, a condition existing at present, while Kurdish expresses it as an act which has taken place.

#### 4. Style. (Ref. p. 54; 74)

In Lesson 2 a conversational as opposed to a literary style of Kurdish was described. On page 55 it was pointed out that in conversational style *-ĩ* is often substituted for the suffix *-t*. We have now seen further instances of this particular feature which permit us to say that the pronominal suffix *-ĩt/-t* may be replaced by *ĩ* in most positions, as

<i>ʔewaróĩ baš</i>	=	<i>ʔewarét baš</i>
<i>kítébĩ</i>	=	<i>kítébīt</i>
<i>səʔatəkóĩ</i>	=	<i>səʔatəkét</i>
<i>náwĩ</i>	=	<i>náwīt</i> 'your name'

In addition to this pronominal suffix, the consonant *d* is also replaced by *ĩ* in conversational style in certain words, in particular forms of the verb "to give" and personal names, as

<i>ʔəĩém</i>	=	<i>ʔədém</i>
<i>bĩém</i>	=	<i>bídém</i>
<i>ʔəĩá</i>	=	<i>ʔedá</i>
<i>ʔəhméĩ</i>	=	<i>ʔəhméd</i>
<i>qaĩr</i>	=	<i>qadíř</i> 'Qadir'

It is interesting to note that normally the vowel *ĩ* never occurs (1) adjacent to another vowel or (2) at the end of the word. When this rule is broken, one can be sure that substitution of *ĩ* for *t* or *d* has taken place.

D. Exercises

1. Round Drill:

Model:           A .   kóy hati bó ʔerə  
                  B .   tòzek lóməwpeš hatim.

řóžek

šéwek

səʔátek

dú səʔat

máŋek

sálek

dé řož

yanzé řož

sé maŋ

dwanzé səʔat

2. Substitution Drill:

Model:           zú lə xəw həlsam.

dírén

ʔestá

tazé

dwaí

səʔat yék

səʔat sé

səʔat cwáru níw

səʔat šéšu čarék

s̥əˈat dúw dé dəyɪqə  
 s̥əˈat dwanzəw bíst dəyɪqə  
 niweró  
 ˈs̥əs̥ir  
 ˈs̥ewaré  
 bəyaní  
 paʒ niweró  
 ləgəl ʔóʒ

### 3. Substitution Drill:

Model: tózek <u>pyasém</u> kird.	'I took a short walk.'
bás-i mežú-i bəyá	'I discussed the history of Baghdad.'
ʔiʃ	'I worked a bit.'
fer-i ˈs̥ərəbí	'I learned a little Arabic.'
čak	'I improved it a bit.'
q̥is̥é	'I talked a while.'
jwantír	'I made it a bit prettier still.'
xoʃ	'I improved it a little.'
zor	'I increased it somewhat.'
bə ləzét	'I made it a bit more delicious.'

### 4. Round Drill:

Model:	Q.	bo kwé čuy.
	A.	čúm bo <u>k̥itebxanó</u> -i kurdustán

mətsém

ʔutél

bazár  
 řubár  
 šax  
 de  
 šeqám  
 mektéb  
 gird  
 bax

5. Round Drill:

Model:     A.    hič kītébī kīři?  
              B.    tənha yék kītebīm kīři.

xenjér  
 nan  
 qawó  
 qelóm  
 perdax  
 gul  
 šit (= štit, štim)  
 mal  
 deftér

6. Round Drill:

Model:     Q.    ʔéw kītebe bás-i čí ʔeka.  
              A.    ʔéw kītebe bas-i mežú-i kurdustán ʔeka.

ʔemeriká

nusəɾəkán  
 kurd  
 ʕəɾéb  
 šíʕir  
 dáru dīréxt  
 šáru dé  
 žīnu pyáw  
 məhmí  
 wīlat-i ʔəməriká  
 šaxəkán-i ʔeré  
 báx-i gīští  
 žīn-i ʔém wīlatə  
 xólq-i bəyá  
 fərmənbərán-i ʕiráq

## 7. Substitution Drill:

Model: wábzaniṁ nusəɾəkéy náwi zanáyə

pyaw	dará
žīn	pəxšán
kuř	məhmí (= məhmíwə)
kīč	jwan
bīrá	ʔəhméi
məmwəstá	kəríṁ
mʊtəseríf	řešól
qutabí	barán
mīnál	zaná
de	batás

8. Substitution Drill:

Model:                kəwatá ʔəbə kītebek-i zór bažbe.

kuř

pyaw

žīn

řefíq

šar

wīlát

qutabí

čayxanó

yanó

la

qī só

bax

9. Substitution Drill:

Model:        a.        bočí wá ʔəley

ʔəkóy

ʔəxóy

téʔəgəy

ʔəzaní

ʔəxwení

ʔənusí

ʔəpīrsí

ʔəfermíy

ʔəléytəwə

dáʔeniši

gwéʔegri

hóli ʔegri

Repeat in negative:

Model:       b.       boči wa náley.

10. Substitution Drill:

Model:               herči řegá-i ʔotombílu šemenefér heye pišáni ʔeĩa.

šáru dé

šáxu dák

řubár

gĩrd

šár-i gəwré

doll

bax

dárudĩréxt

šeqám

wĩlát

11. Substitution Drill:

Model:               ʔegèr ʔišĩn nfiye ʔəwa pékəwə ʔəčin.

dərs

nusín

wellám

pĩrsyár

xwəndíŋ  
qse  
jegá  
mura.jeʳé  
řu  
ʳotombíl

12. Substitution Drill:

Model: mĩniš ʳebe danəyek bíkřĩm.

dərsəkánĩm təwáw bíkəm  
ləwé dáníšĩm  
dərs-i mežú bíxwenĩm  
sér-i nusəreké bíəm  
bíčĩmə kītebxanəkə  
pišáni bíəm  
dīrežtĩri bíkəm  
bíkəməwə  
čaweréy bkəm  
návĩm-i tyá bĩnusĩm

13. Substitution Drill:

Model: ba zú bčĩn, čuŋke mʉmkĩne zana ləwé bbinin.

ʳestá  
sībəyne  
dusbəy  
dwaí

seʁat dé  
seʁátek-itĩr  
ʁésĩr  
niweró  
šewé  
tózek-itĩr

14. Substitution Drill:

Model:        wabzanĩm dĩréŋe.

zu (= zuwə)  
be lezót  
nĩzík  
gĩrán  
dur  
fénĩk  
kon  
čak  
tózek  
dĩréž  
tazé  
gəwré

15. Substitution Drill:

Model:        čaktĩrín šit ʁəwəyə nəxšéyek-i tyayə.

dərs

jumlé

gul  
 ʔutél  
 mətʃém  
 yané  
 řubár  
 čayxanó  
 dukán  
 texté  
 mal  
 mĩnál  
 tɛləfón

16. Substitution Drill:

Model:        sɛrat čwáre        "It is 4:00"

dúwe

yanzéye

yanzéw dú deqiqeye

yanzéw pénj deqiqeye

dwanzéw bístu sé deqiqeye

héwtu héwt deqiqeye

dwanzéw dwanzéye

déw čaréke

déw níwe

yéku yék deqiqeye

1:00

1:01

2:00  
2:05  
3:10  
4:15  
5:20  
6:21  
7:25  
8:29  
9:30  
10:15  
11:00  
12:30

17. Substitution Drill:

Model:        səʁat čarék-ek-i ʔəwe[t] bó yanzə.        "It is 10:45."

čwardé dəqiqə  
syanzé dəqiqə  
dé dəqiqə  
bístu nó dəqiqə  
bíst dəqiqə  
nozdé dəqiqə  
həždé dəqiqə  
panzé dəqiqə  
dú dəqiqə  
pénj dəqiqə

səʁát 1:31

2:35

3:40

4:45

5:50

6:55

7:42

8:56

9:45

10:30

11:50

12:00

18. Drill: Telling time.

Model: səʔá yóku níwə.

1:15

2:10

3:45

8:55

11:08

4:30

10:17

12:58

5:50

9:34

7:22

6:40

19. Word Formation: Verbs 3rd. person singular.

A.

a. Consonant Stem

$$C + \acute{e}[t] = C \acute{e}[t]$$

Ex: -xwen- :  $\text{ʔexwen}\acute{e}[t]$

$\text{ʔenus}\acute{e}[t]$

$\text{ʔebin}\acute{e}[t]$

$\text{ʔezan}\acute{e}[t]$

$\text{ʔebř}\acute{e}[t]$

$\text{ʔeb}\acute{e}[t]$

$\text{ʔefroř}\acute{e}[t]$

$\text{ʔekř}\acute{e}[t]$

$\text{ʔeč}\acute{e}[t]$

$\text{ʔetwan}\acute{e}[t]$

$\text{hél}\text{ʔegr}\acute{e}[t]$

$\text{da}\text{ʔeniř}\acute{e}[t]$

b. Stems in -e-

$$C\text{e} + a[t] = C\acute{a}[t]$$

Ex: -ke- :  $\text{ʔek}\acute{a}[t]$

$\text{ʔeĩ}\acute{a}[t]$  [ $\text{ʔed}\acute{a}t$ ]

$\text{d}\acute{a}\text{ʔexa}[t]$

B. Drill: Change the following verbs from first person to third person.

Model: mamwesta zana bář ʔenuse.

mīn ʔəxweníim  
 ʔəbiníim  
 ʔəzaníim  
 kítéb ʔəfrošim  
 dérs ʔəïem  
 xəlq pišán ʔəïem  
 qīsó ʔəkem  
 gwé ʔəgrim  
 ʔəbim  
 kítéb ʔəkřim

20. Word Formation: Imperative - singular.

A. Model: bīnuse

a. Cə  
 bixwene  
 bizane  
 bibine  
 bipirse  
 wəlám bīə  
 sér bīə

b. Vø  
 bīlé  
 [bī]kə  
 bixó  
 dá[bī]xə

c. Vrəwə            bīlérəwə  
                       .       bīkérəwə  
                               bīxórəwə  
                               bīérəwə  
                               wəlám bīerəwə  
                               sér bīerəwə

B. Drill.

Model: dérs-i šəšəm bīnuse

Ex: ʔəxwení - bīxwənə

ʔəzaní

ʔəláyətəwə

ʔəbiní

ʔəkáyətəwə

ʔəpīrsí

ʔəláyət

ʔamadé ʔəkey

čaktír ʔəkey

21. Word Formation: Negative Imperative.

Model: dérs-i šəšəm bīnuse 'Write Lesson 6!'

dérs-i šəšəm ménuse 'Don't write Lesson 6!'

Repeat drill 20 in the negative.

## 22. COMPOSITION

### Man

1. Good evening; how are you?
2. When did you come here?
3. Welcome to this city.
4. My wife went to the market with the children to buy bread.
5. Well then, let's go home after a while in order that you see her.
6. Then come tomorrow morning.
7. Fine, then we'll expect you tomorrow evening.
8. Good-bye.

### Woman

1. I am very well, thank you.
2. Yesterday morning, at ten.
3. Thank you. Where is your wife?
4. Indeed, I'd like very much to see her.
5. I can't, because I want to go to the movies with a friend of mine tonight.
6. No, tomorrow evening.
7. O.K. I believe I have to say good-bye now.
8. Good-bye. I'll see you tomorrow at six o'clock.

## Lesson VIII

### A. Basic Sentences

dérs-i həštém

Eighth Lesson

bás-i ʔəhméïu bïradərekáni

Conversation About Ahmed  
and his Friends

səlámʊʔeléyk

peace be on you (sg.;Ar.)

b. 1. səlámʊʔeléyk.  
a  
b

Greetings.

ʔeléykum

on you (pl.) (Arabic)

d. 2. ʔeléykumussəlám.  
a  
r  
a

Greetings (in response).

buy[t]

you were (sg.)

3. lə kwé buy

Where have you been?

bum

I was

4. lə mál-i ʔəhméï bum.

I was at Ahmed's house.

ləwé

there, in that place,

čít kïrd

What did you do(sg.)

5. čít kïrd ləwè.

What did you do there?

bawík

father

dayík

mother

bàwku dayík

father and mother

xušík (xuškán)

sister

xúšku bïrá

sister(s) and brother(s)

bàwku dáyku xúšku bïrakáni

his father, mother,  
sister(s) and brother(s)

čaw	eye
kəwt	it fell
čáwim kəwt bə...	my eyes fell on..., I caught sight of, saw
čáwim kəwt bə báwku dáyku xúšku bīrakáni	I saw his father, mother, sister and brother.
nánim xward	I ate [food], dined
6. nánim xwardu čáwim kəwt bə báwku dáyku xúšku bīrakáni.	I dined and saw his father, mother, sister and brother.
ču	he went
ču bo kwé?	Where did he go to?
7. ʔəy ʔəhméi ču bo kwe	Then where did Ahmed go?
bīradér (bīradərán)	friend (friends)
čəŋ bīradérek	some friends
čəŋ bīradéreki	some friends of his
ləgəl čəŋ bīradérekyā	with some of his friends
ləgəl čəŋ bīradérekyā ču bo bazār	He went to the market with some of his friends.
8. wábzanim ləgəl čəŋ bīradèrekya ču bo bazár.	I believe he went to the market with some of his friends.
čun (+subjunctive=purpose)	they went
9. čun čí bken?	They went to do what?
10. čun šít bīkřīn.	They went to buy some things.
yən	they come

- |   |                              |
|---|------------------------------|
| náyən                                   | they don't come              |
| náyən bò ʔerə                           | They don't come here         |
| 11. ʔəy náyən bò ʔerə?                  | Aren't they coming here?     |
| tozek-itír yən                          | They'll come after a bit.    |
| ʔéwan                                   | they                         |
| ʔéwaniš                                 | they too                     |
| <u>héz</u> ʔəken (fol. by subj.)        | they like                    |
| ʔéwaniš <u>héz</u> ʔəken                | they too like                |
| bíčĭn                                   | that they go                 |
| ləgəl ʔemé bíčĭn                        | that they go with us         |
| ʔéwaniš <u>héz</u> ʔəken                | They too would like to       |
| ləgəl ʔemé bíčĭn                        | go with us.                  |
| čúnke ʔəwaniš <u>héz</u> ʔəken          | Because they also would      |
| ləgəl ʔemə bíčĭn bo                     | like to go with us to        |
| báx-i ġištì.                            | the Public Garden.           |
| 12. <u>béle</u> , tozek-itír yən, čúnke | Yes, they'll be coming after |
| ʔəwaniš <u>héz</u> ʔəken <u>ləgəl</u>   | a while, because they also   |
| ʔemə bíčĭn bò báx-i ġištì.              | would like to go with us     |
|   | to the Public Garden.        |
| ta                                      | until, till                  |
| ta yén                                  | until they come              |
| čawərəyan bíkəyn                        | that we wait for them        |
| ʔəbe čawərəyan bíkəyn                   | We must wait for them.       |
| ʔəbe leré čawərəyan bíkəyn              | We must wait for them here.  |
| ʔəbe leré čawərəyan bíkəyn              | We should wait for them      |
| tà yén.                                 | here until they come.        |
| 13. kəwatá ʔəbe leré čawərəyan          | Then we should wait for them |
| bíkəyn tà yén.                          | here until they come.        |

- |     |   |  |
|-----|---|--|
|     | kwa   | where is he/she/it?  |
| 14. | ʔey ʔelí kwa?   | Where is Ali?  |
|     | ču bò <u>má</u> lewe  | He went home   |
|     | ču bò <u>má</u> lewe nán bixwa[t]   | He went home to eat.   |
|     | bé <u>l</u> am tózek léməwpeš ču<br>bo <u>má</u> lewe nán bixwa[t]                      | But he went home a while<br>ago to eat.                                      |
|     | tà ʔestá  | until now, up to now   |
|     | tà ʔestá lerəbu   | He was here until now.   |
| 15. | ʔelí ta ʔestá lerəbu <u>bé</u> lam<br>tózek léməwpeš ču bo <u>má</u> lewe<br>nán bixwa. | Ali was here until just now,<br>but he went home to eat<br>only a while ago. |
|     | ʔəw   | he/she/it  |
|     | wíti  | he said  |
|     | ʔəw wíti  | <u>he</u> said   |
|     | leré nán ʔəxom  | I eat here   |
|     | wíti leré nán ʔəxom   | He said, "I'll eat here".  |
| 16. | ʔəw wíti leré nán ʔəxom.  | He said he'd eat here.   |
|     | ʔəgeřéməwe  | I return, go/come back   |
|     | sé səʔat-itír ʔəgeřéməwe  | I'll come back after three<br>hours.   |
|     | wíti sé səʔat-itír<br>ʔəgeřéməwe  | He said, "I'll come back<br>after three hours".                              |
|     | bé <u>l</u> am wíti sé səʔat-itír<br>ʔəgeřéməwe   | But he said he'd come back<br>after three hours.                             |
|     | řoyšt   | he left, went away   |
|     | hél <u>s</u> a  | he got up, he stood up   |

hélsaw řóyšt

he stood up and went away

dwaí hélsaw řòyšt

Later (afterwards) he  
got up and left.

hélsaw řòyšt, belam witi  
sé-sərat-itir ʔəgəřéməwə

He got up and went away,  
but he said he'd be  
back in three hours.

čáyeki xwardəwə

He drank a cup of tea

tenha čáyeki xwardəwə

He only drank a cup of tea.

17. tenha čáyeki xwardəwə, dwaí  
hélsaw řòyšt, belam witi sé  
sərat-itir ʔəgəřéməwə.

He only drank a cup of tea  
and then left, but he said  
he'd be back in three hours.

bet [bíbet]

that he come

ləgəl ʔəw kuřanè

with those boys

mumkíne ləgəl ʔəw  
kuřanè bet

It is possible he'll  
come with those boys.

18. kəwata mumkíne ləgəl ʔəw  
kuřanè bet.

Therefore it is possible he  
will come with those boys.

xəlq-i kwén?

Where are they from?

- 19 ʔəw kuřanè xəlq-i kwén?

Where are those boys from?

hemíyan

all of them

xəlq-i ʔəm wīlatè

the people of this country

xəlq-i ʔəm wīlatèn

they are from this country

hemíyan xəlq-i ʔəm wīlatèn

they are all from this country

ʔəyanəwé (fol. by subj.)

they want

suʔál

question

čən suʔálek

some questions

- |   |   |
|---|---|
| čəŋ suʔálekīt lè bken                                 | that they ask you questions                           |
| ʔəyanəwé čəŋ suʔálekī[t]<br>lè bken                   | They want to ask you some<br>questions.               |
| ʔəməriká  | America   |
| lə babet ʔəmərikáwə                                   | about America   |
| ʔəyanəwə čəŋ suʔálekīt<br>lə bken lə babet ʔəmərikáwə | They want to ask you some<br>questions about America. |
20. həmə́yan xəlq-i ʔém wýlatèn,      They are all from this country,  
bəlam ʔəyanəwə čəŋ suʔálekīt      but they want to ask you some  
lə bken lə babet ʔəmərikáwə.      questions about America.
21. boči ʔəyanəwé biččin bə      Why, do they want to go to  
ʔəməriká?      America?
- |                                  |                                   |
|----------------------------------|-----------------------------------|
| bixwénin                         | that they study                   |
| ʔəyanəwé ləwé bixwenin           | they want to study there          |
| ʔəyanəwə biččin ləwé<br>bixwenin | they want to go to study<br>there |
22. wábzanim ʔəyanəwə biččin      I believe they want to go to  
ləwé bixwenin.      study there.
- |                           |                                       |
|---------------------------|---------------------------------------|
| teʔəgém                   | I understand                          |
| wáteʔəgem                 | so I understand; as far<br>as I know. |
| ʔəyewé[t] (fol. by subj.) | he wants                              |
| ʔəhmásiis ʔəyewə          | Ahmed also wants                      |
| bičché[t]                 | that he go                            |
23. wáteʔəgem ʔəhmásiis ʔəyewə      I understand that Ahmed also  
bičče bó ʔəmərikà.      wants to go to America.

- héz ʔeka[t] (fol. by subj.) he likes  
 24. bəle zór héz ʔekat biče bó Yes, he would like very much  
 ʔəmərika. to go to America.
- paré money  
 pare níye there is no money  
 parém níye I don't have any money  
 ʔəlé[t] he says  
 ʔəle parém níye He says, "I have no money"
25. bəlam ʔəle parém níye bičim. But he says he doesn't have  
 the money to go.
- dəwlémən [dəwlémənd] rich  
 dəwléməne he is rich  
 báwki his father  
 báwki dəwléməne His father is rich
26. bawki zór dəwléməne. His father is very rich.
- dérče [dərbičét] that he succeed  
 ʔəgér ʔímsal dèrče if he succeeds this year
27. kəwatá ʔəgér ʔímsal dérče Then if he succeeds this year,  
 ʔəčé bo ʔəmərika. he'll go to the United States.
- dérʔəče[t] he succeeds  
 wábzanim dərʔəče I believe he will succeed  
 zirék clever, intelligent  
 ziréke he is intelligent

	zór zireke	he is very intelligent
	səí	studying (noun); school-work, homework
	səí ʔeka[t]	he studies
	səi zór ʔeka[t]	he studies hard, he works very hard
	zór zirekew səi zór ʔeka[t]	he is very clever and works very hard
28.	wáʔzanĩm dérʔəče, čuŋkə zór zirekew səi zór ʔeka.	I believe he will succeed because he's very intelligent and studies very hard.
	wáʔəzanĩm	I know so
29.	mĩniš wáʔəzanĩm.	I think so too.
	hátĩn	they came
	wáteʔəgem hátĩn	I believe they have come.
	dəŋedəŋ	noise
	dəŋedəŋə	it is a noise
	gwém	my ear(s)
	gwém lə dəŋedəŋə	I hear some noises.
30.	gwém lə dəŋedəŋə. wáteʔəgem hátĩn.	I hear a noise. I believe they have come.
	ʔéwan	they
	ʔéwanĩn	it is them
31	bé <u>le</u> ʔéwanĩn.	Yes, it is them.

## Sentence Resumé - Kurdish

1. selámu seléyk.
2. seléykumusselám.
3. le kwé buy.
4. le mál-i sehmeî bum.
5. čít kird lewè.
6. nánim xwardu čawim kewt be bawku dayku xuşku birakani.
7. wey sehmeî çu bo kwè.
8. wabzanim legel čen biraderekya çu bo bazár.
9. çun çi bken?
10. çun sît bikrîn.
11. wey náyen bô werê?
12. béle, tozek-itîr yen, çûnke şewaniş hêz weken legel weme biçîn bô bax-i giştî.
13. kewatá webe leré çaweréyan bikênyn tà yén.
14. wey welí kwa?
15. welî ta wéstá lerébu belam tózek lémewpeş çu bo málêwe nán bixwa.
16. şew wîti leré nán wexom.
17. tenha çáyeki xwardêwe, dwaí hêlsaw røyşt, belam wîti sé seret-i tîr wegeremêwe.
18. kewata mumkîne legel şew kuřanê bet.
19. şew kuřanê xelq-i kwén?
20. hemúyan xelá-i wém wîlatên, belam weyanêwe çen suwálekît le bken le babet wamerikáwe.
21. boçi weyanewé biçîn bô wameriká?
22. wabzanim weyanêwe biçîn lewé bixwenîn.

23. wáteʔegem ʔehméiĩš ʔeyewè bíče bó ʔemerikà.  
24. bèle zór hez ʔekat bíče bó ʔemerika.  
25. belam ʔele parem níye bíčĩm.  
26. bawki zór dewlemeŋe.  
27. kewatá ʔeger ʔímsal dérče ʔečé bo ʔemerika.  
28. wábzanĩm dérʔeče, čunke zór zirekew səi zór ʔeka.  
29. mĩniš wáʔezanĩm.  
30. gwém le dèŋedéŋe. wáteʔegem hátĩn.  
31. bóle ʔéwanĩn.

## Sentence Resumé - English

1. Greetings.
2. Greetings (in response).
3. Where have you been?
4. I was at Ahmed's house.
5. What did you do there?
6. I dined and saw his father, mother, sister and brother.
7. When where did Ahmed go?
8. I believe he went to the market with some of his friends.
9. They went to do what? (What did they go for?)
10. They went to buy some things.
11. Aren't they coming here?
12. Yes, they'll be coming after a while, because they also would like to go with us to the Public Garden.
13. Then we should wait for them here until they come.
14. Where is Ali?
15. Ali was here until just now, but he went home to eat only a while ago.
16. He said he'd eat here.
17. He only drank a cup of tea and then left, but he said he'd be back in three hours.
18. Therefore it is possible that he will come with those boys.
19. Where are those boys from?
20. They are all from this country, but they want to ask you some questions about America.
21. Why, do they want to go to America?

22. I believe they want to go to study there.
23. I understand that Ahmed also wants to go to America.
24. Yes, he would like very much to go to America.
25. But he says that he doesn't have the money to go.
26. His father is very rich.
27. Then if he succeeds this year, he will go to the U.S.
28. I believe he will succeed because he is very intelligent and works very hard.
29. I think so too.
30. I hear some noise. I believe they have come.
31. Yes, it is them.

## B. Additional Vocabulary

### Nouns

goyžé	Goizha (name of a mountain in Sulaimania Liwa)
řesím	picture; portrait
xúške	(title of respect for females of one's own generation)
kírás	dress; shirt
jeridé	newspaper
merhebá le kirdin	to greet (usually informal)
čáw le kirdin	to imitate
řožbáš le kirdin	to greet
tká le kirdin	to request of
pĩrsyár le kirdin	to ask of (someone)
héz le kirdin	to love
ʔedéb	literature
ʔewrupá	Europe
ʔazá	Aza (P.N. - male)
seří	schoolwork, homework
xál	uncle (maternal)
mám	uncle (paternal)
fērēnsá	France
mīsir	Egypt

### Adjectives

kurt	short
qeléw	fat
fəqír	poor

## verbs

bîrím	I cut (it)
zaním	I learned, found out
biním	I saw (it)
fróštîm	I sold (it)
dânîşt	he sat down
kîrî	he bought (it)
dêrsî xwend	he read a lesson, he studied
yarî kird	he played
goranî wî	he sang
gwéy girt	he listened
fêr-i kurdî bu	he learned Kurdish
selâmi kird	he greeted
ʔenûm	I sleep, I'll sleep
ʔepîrsîm	I ask
bîryáryan na [bîryáryan da]	they decided

## Prepositions

la-i tó	with you, at your place, wherever you are
---------	--

## Demonstratives

ʔéman	these
-------	-------

C. Notes.

1. Verb Conjugation. Third Person Plural Inflection (Ref. p. 76; 96)

a. Present Tense. The third person plural subject suffix for verbs in the present tense is -ĩn/-ŋ, examples of which follow below; note that this is also the copula suffix for this person (cf. p. 96):

Consonant Stems: bčĩn, bĩkřĩn, bĩxwenĩn, ʔəwánĩn

Vowel Stems: ʔəkén, biken, náyen; kwén, xélq-i ʔəwwĩlatèn

The verb wistĩn 'to want' uses the pronominal suffixes for subject inflection (see p. 181): ʔəyanəwe 'they want'.

b. Preterite Tense. The same inflections serve for the third person plural of intransitive verbs in the preterite tense:

Consonant Stem: hátĩn 'they came'

Vowel Stem: čún 'they went'

2. Verbal Phrases: Direct Object Indicated by Word Order

The direct object of the verb precedes the verb: kurdí ʔəzanĩm. The same rule applies to all verbal phrases that consist of adjective + verb or preverb + verb, e.g., šeqaməkàn pán ʔəkən 'They are widening the streets' bá xənjerəkàn wér grin 'Let's take the daggers.'

If the direct object is a pronoun, the pronominal affix is inserted before the stem of the single verb, but suffixed to the adjective or the preverb of the verbal phrase, as:

ʔəyzanĩm. 'I know it.'

pányan ʔəkən. 'They are widening them.'

bá wéryan bĩgrin. 'Let's take them.'

D. Exercises

1. Substitution Drill:

Model:                    le mál-i ʔəhméï bum.

	dukán	məhmí
	bax	gĩští
	ʔutél	beyá
sínif	: sinf-	yek
	yanó	fərmənberán
	šax	goyžé
čayxaneké		kərim
məktéb		sanewí
šeqám		kawé
šar		dītróyit

Round Drill:

A. q- le kwé buy?

B. a- le mál-i ʔəhméï bum.

q- ʔəy to le kwé buy?

C. a- le dukán-i məhmí bum.

2. Substitution Drill:

Model:                    čít kīrd lewe.

nusí

kĩří

bĩří

zaní  
biní  
fřošt  
xward  
wīt  
xwárdewə  
gwé le bu

3. Round Drill:

Model:        Q.    čít kīrd ləwe.  
                 A.    nánīm xward ləwe.

Answer all the questions formed in drill No. 2 in a way similar to the model shown above.

4. Substitution Drill:

Model:                čawīm bə báwki kəwt.

dáyki  
xúški  
bīrakóy  
to  
kītebəkó  
řésmek-i jwán  
dú pyawu sé žīn  
mamwesta barán  
xúške pexšán  
kák selí

5. Substitution Drill;

Model:            ləgəl čən bīradérekya ču bə bazar

řoyšt

hat

dáništ

kīří

dérsi xwend

náni xward

yarí kīrd

goraní wīt

gwéy gīrt

fér-i kurdí bu

6. Substitution Drill;

Model:            čun čí bkən

čawerétan

yarí

suʔályan le

čáki

ʔiš

pyasé

qse

qséy ləgəl

kəbáb drust

ʔišəkə tewáw

7. Substitution Drill:

Model:                    ʔéwaniš hèz ʔəken ləgəl ʔéma biččin.

ʔéman

kuřán

kuřəkán

žinán

žinekán

mīnalán

mīnaləkán

pyawán

pyawəkán

bawkekán

daykekán

kīčán

kīčekán

bīraderán

8. Substitution Drill:

Model:                    ʔəbe lerè čaweréyan bīkəyn tá yèn.

ləwé

lə máləwé

lə bazár

lə žúrewé

lə čayxanó

lə bák

lə sinemá

le ʔutél  
 la-i tó  
 la-i ʔəhméí  
 la-i həwzéké  
 lesər gīrdéké  
 lesər ʔawéké  
 lesər šaxéké

9. Substitution Drill:

Model: kwá kītebəkəm

kuř  
 kīč  
 nan  
 qelém  
 deftér  
 xənjér  
 ʔotombíl  
 kīrás  
 řefíq  
 jəridé  
 bīrá  
 \* báwk  
 \* dáyk  
 \* xúšk

\* These forms do not take -əkə when showing possession.

Round Drill:

A. q- kwá kĩtebəkəm?

B. a- ʔewetá kĩtebəkəĩ

q- ʔey kuřekém kwa?

C. a- ʔewetá kuřekəĩ

10. Substitution Drill:

Model: ʔəlí ta ʔestá lerèbu.

ʔfmro

dwéne

seʔat dé

seʔátek ləməwpeš

bəyaní

niweró

ʔésĩr

ʔewaró

dwai niweró

dwai ʔésĩr

11. Substitution Drill:

Model: ʔèw wĩti leré nán ʔəxom.

dáʔənišĩm

ʔəbĩm

gwé ʔegrĩm

ʔənúm

ʔáw ʔəxoməwə

qawé ʔekřĩm

ʔexwenĩm

ʔenusĩm

ʔepĩrsĩm

ʔetbinĩm

12. Substitution Drill;

Model:            hólsaw royšt bəlam wĩti sé seʔati-tĩr ʔegeřéməwə.

náni xward

čáy xwardəwə

gwéy gĩrt

kĩtebekéy xwend

dersekéy nusi

tózek dánĩšt

xənjéreki kĩřĩ

selámi kĩrd

hat

qəleməkéy hólgĩrt

čáki kĩrd

13. Substitution Drill;

Model:            kewata mʊmkĩnə legel ʔéw kuřanə bet.

ʔéwan

ʔéman

ʔemə

pyawəkán

žīnekán  
 mīnalekán  
 kuřekán  
 mamwestakán  
 kīčəkán  
 ʔéw xəlqàne  
 ʔéw qutabyàne

14. Substitution Drill:

Model: ʔeyanəwe suʔalékīt le bkən

səlámek  
 mərhəbáyek  
 čaw  
 řožbáš  
 tka  
 pīrsyárek  
həz

15. Substitution Drill:

Model: ʔeyanəwe čən suʔalékīt le bkən le babet ʔəməríkáwə

ʔəwrupá  
 turkiyá  
 mežú-i ʔəməríká  
 ʔədób-i ʔémwīlatè  
 məʔná-i ʔém jumlàne  
 mežú-i řusyá

mamwestá

pīrožeké

sinemá

16. Substitution Drill: Make additional changes as necessary.

Model: ʔew kuřane xəlq-i kwen.

ʔew kuře

ʔewpyawé

to

mīn

ʔew

ʔéwan

17. Substitution Drill:

Model: boči ʔeyanewé bīčīn bo ʔeməriká?

héz ʔəken

ʔarezú ʔəken

niyázyan həyə

ʔumédyan həyə

həwl ʔəden

ʔəbé

čawərə ʔəken

bīryáryan da

ʔətwanín

momkíne

18. Substitution Drill:

Model: wáteʔəgem ʔəhméiĩš ʔəyəwe bíče bó ʔəməríkà.

kerím

ʔazá

daná

dará

pəxšán

pərixán

jəmə́l

fuʔád

ʔəlí

jorj

19. Substitution Drill:

Model: ʔəli ʔəle parém nıyə.

nan

jıl

kítéb

dəftér

ʔımtihán

dərs

qəlém

bawík (bawk-)

bıra

kaʔéz

suʔál

seří

ʔuméd

20. Substitution Drill:

Model:                bāwki zór dewlemenje

feqír

čak

baš

pyáw-i čak

pyáw-i baš

dīréž

kurt

qelów

zirék

xošewíst

21. Word Formation Drill:

Model:

a. bawík      bāwkīm    bāwkīt    bāwki    bāwkman    bāwktan    bāwkyan

dayfk

xušíik

xal

mam

naw

b. bīrá      bīrakém    bīrakét    bīrakéy    bīrakéman    bīrakétan    bīrakéyan

kītéb

qelém

kuř

kĩč

řefíq

səʔát

22. Substitution Drill:

Model: A. ʔəgər ʔfmsal dérče ʔəčè bo ʔəmərika.

ʔiráq

lubnán

turkyá

ʔerán

nyuyórk

beyá

řusyá

ʔəlemanyá

fərensá

mísr

B. Repeat the drill above, changing the various sentences to agree with the various pronouns.

Example: mĩn --ʔəgər ʔfmsal dérčĩm ʔəčĩm bo ʔəmərika.

23. Substitution Drill:

Model: wábzanĩm dərʔəčé čuŋkə zór zĩrəkə.

ʔəčé

ʔəyzané

fér ʔəbe

té ʔega  
 drústi ʔeka  
 welámi ʔedatewe  
 ʔeynuse  
 ʔeyxwené  
 čaktíri ʔeka  
 ʔetwané bixwene

#### 24. COMPOSITION

- |   |   |
|---|---|
| 1. It is very good that you came. Let's go to the bookshop. | 1. Why do you want to go to the bookshop. Do you want to buy books.                     |
| 2. I want to buy only one book.                             | 2. O.K., let's go. Do you know how much it costs?                                       |
| 3. I believe it is not very expensive.                      | 3. Do you know what it is about?  |
| 4. Yes. It is about Kurdish poetry.                         | 4. Why, do you know how to read Kurdish poetry?   |
| 5. You know, Kurdish is easy.                               | 5. For me ("in my opinion") English is easier, but you are right, Kurdish is easy too.  |
| 6. This is the bookshop, let's go in.                       | 6. I believe this is the book you want to buy. ("this is the book you want to buy it.") |
| 7. Let's buy it and go to the club.                         | 7. Very good, I also want to go to the Club, because I want to see my friend there.     |

A. Basic Sentences

dərs-i noém

bóbu qutabekán

ʔewé

ʔewè qutabín

Ninth Lesson

Bob and the Students

you (pl)

you are students

1. ʔewè qutabín lə sɪnf-i  
pénj-i sanəwìn. lə  
suləymaní ʔəxwenìn.

You are students in the  
fifth class of secondary  
school. You are studying  
in Sulaimania.

ʔetanəwé (foll. by subj.)

you want (pl)

ʔetanəwè bǐčǐn bə

you want to go to

ʔəməriká bǐxwenìn

America to study

páš ʔewə

after that

páš ʔewé-i (fol. by subj.)

after (conj.)

páš ʔewè-i dér[bǐ]čǐn

after you succeed

páš ʔewè-i ʔímsal

after you have suc-

dér[bǐ]čǐn

ceeded this year

páš ʔewè-i ʔímsal

after you have succeeded

dér[bǐ]čǐn lə məktəb

in school this year

2. ʔetanəwè bǐčǐn bə ʔəməriká  
bǐxwenìn, pás ʔewə-i ʔímsal  
dérčǐn lə məktəb.

You want to go to America  
to study after you have  
succeeded in school this  
year.

zīmán language

zīmàn-i ʔɲlizí the English language

zīmàn-i ʔɲlizítan you have studied the  
xwendïwə English language

ʔewə həmítan zīmàn-i you have all studied the  
ʔɲlizítan xwendïwə the English language

bə́lam ʔəbe tozèk but you should learn  
baštír feribîn it a little better

3. ʔewə həmítan zīmàn-i You have all studied English,  
ʔɲlizítan xwendïwə bə́lam but you should learn it a  
ʔəbe tozek baštír feribîn. little better.

ləbérʔəwə for this reason, therefore

xərík busy at, engaged in

xərík[bï]bîn (foll. by subj.) that you (pl) get busy,  
start working on

ləʔestáwə from now, as of now

ləʔestáwə xəríkbin that you (pl) get busy  
on it as of now

ləbèrʔəwə ləʔestáwə that you therefore get busy  
xəríkbin on it as of now

ləbərʔəwə ʔəbe ləʔestáwə  
xərɪkbîn baštír feribîn

for this reason you should  
get busy learning it better  
as of now.

boʔəwə-i (fol. by subj.)

in order that

nébinîn

that you (pl) not see

zəhmət

difficulty, trouble

zəhmən nébinîn

that you not encounter

[zəhmət nébinîn]

difficulty

híč zəhmən nébinîn

that you not encounter

[híč zəhmət nébinîn]

any difficulty

4. ləbərʔəwə ʔəbe ləʔestáwə  
xərɪkbîn baštír feribîn  
boʔəwə-i ləwə híč zəhmən  
nébinîn.

Therefore you should get busy  
learning English better as of now  
so that you won't encounter any  
difficulty there.

wértanʔəgrîn

they take you (pl)

bə ʔasaní

easily

bə ʔasaní wértanʔəgrîn

they will accept you easily

kulliyé

college

kulliyəkán

the colleges

kulliyəkán bə ʔasaní

the colleges will

wértanʔəgrîn

accept you easily

ʔəger ʔɪŋlizi báš bīzanīn	if you know English well
5. ʔəger ʔɪŋlizi báš bīzanīn, kulliyəkán be ʔasaní wértanʔegrīn.	If you know English well, the colleges will accept you easily.
zəhmát	difficult, troublesome
zəhmèn níye [zəhmət níye]	it is not difficult
ʔɪŋlizi zəhmèn níye	English is not hard
zīmàn-i ʔɪŋlizí zəhmèn níye	the English language is not hard
féri[bī]bīn	that you (pl) learn it
mawé	period of time
mawéyek	a period of time
kém	a little, few
mawèyek-i kém	a little time, a short time
be mawèyek-i kém	in a short time
ʔətwanīn be mawèyek-i kém feribīn	you can learn it in a short time
be báší	well, thoroughly

6. zīmān-i ʔiŋlizi zəhmən nīyē      The English language is not hard  
 bo ʔewē; ʔetwanīn be      for you; you can learn it well  
 mawēyek-i kēm bē bašī      in a short time.  
 feribīn.

hēmūtan

all of you (pl)

kūrdīn

you (pl) are Kurds

7. ʔewē hēmūtan kurdīn.

You are all Kurds.

ʔuméd

hope

ʔuméd hēyē (fol. by sub.)

there is hope

ʔumédtan hēyē

you (pl) have hopes

ʔumédištan hēyē

you also have hopes

xīzmét

service

xīzmét bīken

that you (pl) serve

wīlatekétan

your (pl) country

xīzmét-i wīlatekétan bīken

that you serve your country

ʔumédištan hēyē xīzmét-i

you also hope to serve

wīlatekétan bīken

your country

geranewé

to return, come back

geranewétan

your (pl) coming back

dwáy geranewétan	after your return
dwáy geranewétan le ʔeməriká	after you have returned from America
8. ʔumédišťtan həyè xǐzmét-i wīlatekétan bīkən dwáy geranewétan le ʔeməriká.	You also hope to serve your country after you have returned from America.
génj (genján)	youth, young person
gènj-i ʔémšarè	the youths of this city
gènj-i ʔəm sarén	you are the youth of this city
9. ʔewə gènj-i ʔémšarén.	You are the youth of this city.
həwl	endeavor
bīén [bīdén]	that you (pl) give
həwl bīen	that you (pl) endeavor
ʔəbe həwl bīen	you should endeavor
peškewtín	progress
bo peškewtín	for progress, in order to progress
ʔəbe həwl bīen bo peškewtín	you (pl) should work hard in order to progress
bīl <sub>u</sub> áw	scattered

bīlāw kīrdīn

to scatter, spread

zanyarí

knowledge

bīlāw kīrdīn-i zanyarí

spreading knowledge

bo bīlāw kīrdīn-i zanyarí

in order to spread knowledge

10. ʔəbe hēwl bīen bo pēš kəwtīnu, You should try hard to progress  
bò bīlāw kīrdīn-i zanyarí. and spread knowledge.

jamisó

university

jamisəkán

the universities

yéke le jamisəkán

one of the universities

le yéke le jamisəkán-i

in one of the American

ʔəməriká

universities

bīxwene

that he study

kimyá

chemistry

ʔəyəwe kimyá bīxwene

he wants to study chemistry

ʔəyəwe kimyá bīxwene le

He wants to study chemistry

yéke le jamisəkán-i

at one of the American

ʔəməriká.

universities.

ʔəllī- rəfíqtan

your friend Ali

ʔəllī- rəfíqtan ʔəyəwe

your friend Ali wants to

kimyá bīxwene

study chemistry

11. ʕəlì- řefíqtan ʔeyewe kimyá      Your friend Ali wants to study  
 bīxwene le yéke le      chemistry at one of the American  
 jamisekàan-i ʔemeriká.      universities.

fizyá	physics
fizyá bīxwene	that he study physics
bīřyár	decision; resolution
bīřyári dawə	he has resolved, decided
bīřyári dawə fizyá bīxwene	he has decided to study physics.

12. b́elam dara bīřyári dawə fizyá      But Dara has decided to study  
 bīxwene.      physics.

bīradə̀r-i mīn	my friend
bīradə̀r-i mīnīn	you (pl) are my friends

13. ʔewe hemítan bīradə̀r-i mīnīn.      You are all my friends.

ʔewe ʔečīn le wīlatekə̀-i	you'll go study in
mīn ʔexwenīn	my country
pəm xóšə	it pleases me
zór pem xòšə	it pleases me very much
kə ʔečīn	that you are going

pəm xóše kə ʔewe ʔečín  
lə wílatekè-i mǐn  
ʔəxwenín

it pleases me very much  
that you will go and  
study in my country

14. mǐn zór pem xóše kə ʔewe  
ʔečín lə wílatekè-i mǐn  
ʔəxwenín.

It pleases me very much that  
you are going to go and study  
in my country.

ʔežín

they live

nyuyórk

New York

lə šàr-i nyuyórk

in New York City

lə šàr-i nyuyórk ʔežín

they live in New York City

15. báwkĩmu dáykĩm lə šàr-i  
nyuyórk ʔežín.

My father and mother live in  
New York City.

16. nyuyórk gewrètĩrĩnu xoštĩrĩn  
šáre lə ʔəmeriká.

New York is the biggest and  
most pleasant city in America.

mĩlyón

million

mĩlyónə

it is a million

dé mĩlyonə

it is ten million

nĩzikéy

about, approximately

nĩzikéy dé mĩlyonə

it is about ten million

žimaré number

daništwán inhabitants

daništwàn-i ʔémšarè the inhabitants of this city

žimarè-i daništwàn-i the number of the inhabitants  
ʔémšarè gewreyè of this large city

17. žimarè-i daništwàn-i ʔémšarè The number of inhabitants in this  
gewreyè nìzikèy dé mīlyonè. large city is about ten million.

dàʔeniše[t] he resides

lə dītróyt dàʔeniše[t] he resides in Detroit

18. bīrakém lə dītróyt My brother resides in Detroit.  
dàʔeniše[t].

hefté week

ʔémhefteyè this week

kaʔéz letter

kaʔézek ʔenusīm I write a letter

ʔémhefteyè kaʔézek I'll write a letter to my  
ʔenusīm bo báwkīm father this week

yarmetítan bīa [bīdat] that he help you

boʔewéy yarmetitan bīa[t] so that he might help you

ke

at the time that

géyštĭn

you (pl) arrived

ke géyštĭn

when you arrive

gèyštne ʔəmeriká

you arrived in America

ke gèyštne ʔəmeriká

when you arrive in America

boʔəwəy yarmətítan bĭa

in order for him to help you

ke gèyštne ʔəmeriká

when you arrive in America

19. ʔémhəftəyè kaʔézek ʔenusĭm

I'll write a letter to my father

bo báwkĭm boʔəwəy yarmətítan

this week so that he may help you

bĭa ke gèyštne ʔəmeriká.

when you get to America

leréwe

from here

20. ʔəmerika zór dure lerəwe.

America is very far from here.

papóř

ship

bə papóř

by ship

bə papóř bĭčĭn bò ʔəwe

that you (pl) go there by  
boat

teyaré

airplane

bə teyaré

by airplane

yá bə papòř yá bə teyarè

either by ship or by plane

yá be papòř yá be tayarè	that you go there either by
bíčĭn bò ʔewe	boat or by airplane

21. kəwatá ʔebe yá be papòř yá be tayarè bíčĭn bò ʔewe. So you should go there either by boat or by plane.

xerá	quick, fast
------	-------------

xeratír	quicker, faster
---------	-----------------

xeratíre	it is faster
----------	--------------

xoštířew xeratíre	it is more pleasant and faster
-------------------	--------------------------------

təyare xoštířew xeratíre	airplanes are more pleasant and faster
--------------------------	--

herzán	cheap; inexpensive
--------	--------------------

herzantíre	it is cheaper
------------	---------------

papoř herzantíre	Ships are less expensive.
------------------	---------------------------

be papoř herzantíre	It is less expensive by ship.
---------------------	-------------------------------

22. wábzanĭm be papoř herzantíre, I believe it is cheaper by boat, but it is more pleasant and faster by plane.  
 bēlam təyare xoštířew  
 xeratíre.

be təyaré hatĭm	came by plane
-----------------	---------------

be təyaré hatĭm bò ʔiraq	came to Iraq by plane
--------------------------	-----------------------

šanzé səʕət

16 hours

šanzé səʕəti bīrd

it took sixteen hours

lə nyuyórkəwə

from New York

lə nyuyórkəwə bo beɣà

from New York to Baghdad

tənhà šanzé səʕəti bīrd

it took only sixteen hours

lə nyuyórkəwə bo beɣà.

from New York to Baghdad

23. mīn bə tɔyará hatīm bó ʕiraq. I came to Iraq by plane. It  
tənhà šanzé səʕəti bīrd lə only took sixteen hours from  
nyuyórkəwə bo beɣà. New York to Baghdad.

ʔəgeřéməwə

I return; I go back

ʔəgeřéməwə bò ʔəməríká

I go back to America

24. salek-itīr mīniš ʔəgeřéməwə Next year I'm going back to  
bo ʔəməríká. America too.

ləwé

there; in that place

25. ləwé ʔətānbinīm.

I'll see you there.

pewíst

necessary

pewíste (fol. by sub.)

it is necessary

kaɣéz bīnusīn

that you write letters

kaɣézīm bò bīnusīn

that you write me letters

pewíste kayézim	it is necessary that you
bò bīnusin	write me, correspond with me
géyštīn	you arrived
gèyštne ʔewé	you arrived there
ke gèyštne ʔewé	when you have arrived there
26. pewíste kayézim bo bīnusin	You must write me when you
ke gèyštne ʔewé.	get there.
ʔedrés	address
ʔedresékántan	your addresses
ʔedresékántan bīzanīm	that I know your addresses
<u>hèz</u> ʔekem ʔedresékántan	I'd like to know your
bīzanīm	addresses
boʔewèy bīnusim	in order that I write
boʔewèy kayéz bīnusim	in order that I write letters
boʔewèy kayéztan	in order that I write
bò bīnusim	you (letters)
boʔewèy mīniš kayéztan	in order that I may write
bò bīnusim	you too

27. čuŋkə h́ezəkəm ʔədrəsəkántan Because I'd like to know  
 b́izanīm boʔəwéy ḿiniš your addresses so I can  
 kayəztan bò b́inusím. write you too.
- ʔəwwél first
- ʔəwwél sál the first year
- tozek zəhmét b́ibinín that you encounter a little  
           difficulty
- rəŋhéye (fol. by subj.) it is possible
- rəŋhéye tozek It is possible that you will  
 zəhmét b́ibinín. encounter a little difficulty.
- rəŋhéye ʔəwwél sál It is possible that you'll  
                      encounter some difficulty the  
 tozek zəhmét b́ibinín. first year.
- xwendín bə zīmàn-i studying is done in English  
 ʔŋlizíye le ʔəməriká in America
- ləbərʔəwəy xwendín bə since studying is done in  
 zīmàn-i ʔŋlizíye le ʔəməriká English in America
28. ləbərʔəwəy xwendín bə Since studying is done in English  
 zīmàn-i ʔŋlizíye le in America, you might have some  
 ʔəməriká, řəŋhéye ʔəwwél difficulty the first year.  
                                  
           tozek zəhmét b́ibinín.

ʔasán ʔebe[t]	it will be easy
dwày ʔewé ʔasán ʔebe[t]	it will be easy afterwards
29. bè <u>l</u> am dwày ʔewe ʔasán ʔebe.	But it'll be easy afterwards.
gumán	doubt
gumán niye	there is no doubt
gumànim niye	I have no doubt
muwefféq	successful
muwefféq ʔebîn	you'll be successful
gumànim niye muwefféq ʔebîn	I have no doubt you will be successful
dèrs xwendín	to study, studying
xerík-i dèrs xwendín bîn	that you (pl) busy yourselves with studying
héw <u>l</u> bïen	that you(pl) strive, do your best
ʔeger héw <u>l</u> bïen	if you strive hard
ʔeger hēw <u>l</u> bïenu xerík-i dèrs xwendín bîn	if you work hard and keep busy at your studies
30. gumànim niye muwefféq ʔebîn ʔeger héw <u>l</u> bïenu xerík-i dèrs xwendínbîn.	I have no doubt you will succeed if you work hard and apply your- selves to your studies.

## Sentence Resumé - Kurdish

1. ?ewè qutabîn le sînf-i pénj-i sanewîn. le sulaymanî ?exwenîn.
2. ?etanewè biçîn bo ?emèriká bîxwênîn, páš ?ewè-i ?ímsal dèrçîn le mektèb.
3. ?ewè hemûtan zimàn-i ?nglizîtan xwendîwè bélam ?ebe tozek baštîr feribîn.
4. lebèr?ewè ?ebe lê?estáwè xerîkbîn baštîr feribîn bo?ewey lêwe híç zèhmèn nébinîn.
5. ?èger ?ınglizi báš bîzanîn, kulliyekán be ?asanî wértan-?egrîn.
6. zimàn-i ?ınglizi zèhmèn nîye bo ?ewè; ?etwanîn be mawèyek-i kém be başı feribîn.
7. ?ewè hemûtan kurdîn.
8. ?umédiştan heyè xîzmét-i wîlatekétan bîkên dwáy geřanewè-tan le ?emèriká.
9. ?ewè gènj-i ?emšarén.
10. ?ebe héwl biên bo pêš kewtînu, bô biláw kirdîn-i zanyarî.
11. ?elî- řefîqtan ?eyewè kimyá bîxwene le yéke le jami?ekàn-i ?emèriká.
12. bélam dara bîřyári dawè fizyá bîxwene.
13. ?ewè hemûtan biradèr-i mînin.
14. mîn zór pem xóşe ke ?ewè ?èçîn le wîlatekè-i mîn ?exwenîn.
15. bawkîmu dáykim le šár-i nyuyórk ?èžin.
16. nyuyórk gewrètîrînu xoštîrîn šaré le ?emèriká.

17. žimarè-i daništwàn-i vémšarə gəwreyè nîzikèy dé milyone.
18. bîrakém lə dîtróyt dàʔəniše[t].
19. vémhəftəyè kaýézek ʔənušim bo bawkim boʔəwəy yarmətítan  
bîda kə gəyštne ʔəməriká.
20. ʔəmərika zór dure lerəwə.
21. kəwatá ʔəbe yá bə papòř yá bə təyarə bičîn bə ʔəwə.
22. wábzanim bə papòř herzantíre, bəlam təyarə xoštíreʔ  
xəratíre.
23. mîn bə təyaré hatim bó ʔirəq. tənha šənzé səʔati bîrd  
lə nyuyórkəwə bo bəʔa.
24. s̱alək-itîr mîniš ʔəgəřeməwə bo ʔəməriká.
25. ləwé ʔətənbînim.
26. pewíste kaýézim bo bînušim kə gəyštne ʔəwé.
27. čúnkə ẖéz ʔəkəm ʔədrəsəkántan bîzanim boʔəwəy mîniš  
kaýəztan bə bînušim.
28. ləberʔəwəy xwendín bə zīmàn-i ʔiŋlizíyə lə ʔəməriká,  
řəŋháye ʔəwwəl s̱ál tozek zəhmət bîbinîn.
29. bəlam dwày ʔəwə ʔasán ʔəbe.
30. gumànim nîyə muwəffəq ʔəbîn ʔəgər h́əwl bîənu xərîk-i  
ḏərs xwendínbîn.

### Sentence Resumé - English

1. You are students in the fifth class of secondary school.  
You are studying in Sulaimania.
2. You want to go to America to study after you have succeeded in school this year.
3. You have all studied English, but you should learn it a little better.
4. Therefore you should get busy learning English better as of now so that you won't encounter any difficulty there.
5. If you know English well, the colleges will accept you easily.
6. The English language is not hard for you; you can learn it well in a short time.
7. You are all Kurds.
8. You also hope to serve your country after you have returned from America.
9. You are the youth of this city.
10. You should try hard to progress and spread knowledge.
11. Your friend Ali wants to study chemistry at one of the American universities.
12. But Dara has decided to study physics.
13. You are all my friends.
14. It pleases me very much that you are going to go and study in my country.
15. My father and mother live in New York City.

16. New York is the biggest and most pleasant city in America.
17. The number of inhabitants in this large city is about ten million.
18. My brother resides in Detroit.
19. I'll write a letter to my father this week so that he may help you when you get to America.
20. America is very far from here.
21. So you should go there either by boat or by plane.
22. I believe it is cheaper by boat, but it is more pleasant and faster by plane.
23. I came to Iraq by plane. It only took sixteen hours from New York to Baghdad.
24. Next year I'm going back to America too.
25. I'll see you there.
26. You must write me when you get there.
27. Because I'd like to know your addresses so I can write you too.
28. Since studying is done in English in America, you might have some difficulty the first year.
29. But it'll be easy afterwards.
30. I have no doubt you will succeed if you work hard and apply yourselves to your studies.

B. Additional Vocabulary

Nouns

tarán

Tehran

hīndīstán

India

Adjectives

naxóš

unpleasant

selamét

safe

## C. Notes.

### 1. The Infinitive

The Kurdish infinitive is identified by the suffix *-în/-n* on the past stem of the verb, as

xwendîn	'to read; to study'
dêrs xwendîn	'to study'
pak kirdîn	'to clean'
peş kewtîn	'to advance; progress'
bîlaw kirdîn	'to spread s.th.'
sêr dan	'to visit'
hatîn	'to come'
çûn	'to go'
geranewê	'to return'

The removal of the infinitive suffix gives the past stem, e.g., *xwend*, *kird*, *kewt*, *hat*, *çu*, *gera*. Note that stress distinguishes the forms *hâtîn* 'they came' and *hatîn* 'to come'.

The infinitive is a noun, and is used as such. In this lesson it is used as object of preposition:

dway geranewêtan	'after your return'
bo peşkewtîn	'for progress'
bo bîlawkirdîn-i zanyarî	'for the spread of knowledge'

as subject of clause:

xwendîn be ʔglizîye	'Studying is (done) in English.'
---------------------	----------------------------------

or joined by izafa as a modifier:

xerîk-i dêrsxwendîn	'busy studying'
---------------------	-----------------

The English translation will vary, depending on the context; it may be an infinitive, e.g., "to study," a gerund, e.g., "studying," or an ordinary noun, e.g., "studies."

2. Verb Inflection: Second Person Plural (Ref. Present, pp. 151-157; Preterite, pp. 213-215).

The inflectional suffix for second person plural for all verbs (except *wistîn* 'to want': see below) in the present tense, and for intransitive verbs in the past tenses, is the same as for the third person plural: *-în/-n*. In this lesson we have the following examples for the present tense:

Consonant stems: *ʔəbîn*, *bîbîn*, *bîn*; *ʔəxwenîn*, *bîxwenîn*; *ʔəçîn*, *bîçîn*, *çîn*; *bîbinîn*, *nəbinîn*; *ʔətwanîn*; *bîzanîn*; *bînusîn*; *kûrdîn*.

Vowel stems: *bîen* = *bîden*; *qutabîn*

Kurdish 'you want' is *ʔətanəwé*; the form *nəbinîn* is negative subjunctive. The prefix *nə-* being used in the present tense to signal this form.

In the preterite tense we have the form *géyştne*, which is *géyştîn* 'you arrived' plus the postverbal preposition 'to'. The verb shows the same inflectional suffix as in the present. Two other examples of the preterite tense are:

*hátîn* 'you came'                      *çûn* 'you went'

3. Conjugation of Present Tense - Resumé (Ref. pp. 151-157).

a. Inflections. The present tense is formed by the aspect prefix *ʔə-* plus the present stem plus the inflectional suffixes: the suffixes vary slightly depending on whether the stem ends in a consonant or vowel. An illustration of each stem type follows:

Consonant stem:	<i>ʔəbinîm</i>	<i>ʔəbinîn</i>
-bin- 'to see'	<i>ʔəbinît</i>	<i>ʔəbinîn</i>
	<i>ʔəbinet</i>	<i>ʔəbinîn</i>
Vowel stem:	<i>ʔəkém</i>	<i>ʔəkéyn</i>
-ke- 'to do'	<i>ʔəkéyt</i>	<i>ʔəkén</i>
	<i>ʔekát</i>	<i>ʔəkən</i>

Remarks: The -t of the second and third persons singular is omissible, unless the verb receives a suffix (e.g., -əwə, -ə, -e). The second and third person plural forms are identical. All verbs take the same inflections, with a choice existing, however, for the third person singular: stems in -o- and -ə- take the suffix -at, while all others take -et; -o- changes to -w- before -at and -et, and -ə- is lost before -at.

Four verbs require special note: the verb *hatín* 'to come' has an irregular present stem -ye- (also spelled -yə-), and does not take the aspect prefix ʔə-; thus, *yem* 'I come', *yen* 'they come'. The subjunctive form is *bem* 'that I come', etc.

*wistín* 'to want' is inflected with the pronominal affixes inserted (infixes) before the stem: *ʔəməwét*, *ʔətewet*, *ʔəyəwét*, etc. Subjunctive: *biməwet*, etc.

*bún* 'to be' is suffixed to its predicate to mean 'is/am/are': *čákim*, *čákit*, *čáke*, etc. The third singular suffix -ə 'is' is replaced by -eti after the third person singular pron. suff. -y: *pyáwə* 'He is a man.' but *pyáwyeti* 'He is his man.' (i.e., servant). This verb has an alternate stem -b-, as in *ʔəbim* 'I will be', *ʔəbít*, *ʔəbét*, etc.; this stem denotes future as opposed to present time. It is also used for the subjunctive: *bibim*, 'that I be', etc. The independent forms are *həm* 'I exist, I am', *həyt*, *həyə*, *həym*, *hən*, *hən*.

*həbún* 'to have' is the verb *bún* 'to be' plus *hə-*, but inflected with pronominal suffixes (preposed), as *xənjérim həyə* 'I have daggers.'; *ʔəbe xənjérim bíbe* 'I must have daggers.' Subjunctive is *həmbet*, etc. The independent forms are *həmə* 'I have', *həte*, *həyeti*, *həmanə*, *hətane*, *həyane*.

b. Negation. The present tense has three negative prefixes: *ná-* for the indicative, *né-* for the subjunctive, and *mé-* for the imperative (for which see p 212).

The negative forms of the verbs occurring earlier in this section are *nábinim* 'I don't see'; *nákəm* 'I don't make'; *náyem* 'I don't come'; *náməwet* 'I don't want'; *nim* 'I am not' (*nít*, *níyə*, *nín*, *nín*, *nín*); *nábim* 'I will not be'; and *nime* 'I don't have' (*níte*, *níyeti*, *nímanə*, *nítane*, *níyane*).

c. The Direct Object, if pronominal, is inserted before the stem, as *ʔəyxóm* 'I eat it', *náyxom* 'I don't eat it'.

The simple verb can be expanded upon by suffixes ("post-verbals": see p. 154.), as -əwə 'back, again', -ə 'to' (a place) and -e 'to' (indirect object); or by preverbals which include

nouns, adjectives, prepositions, and certain adverbs. (See pp. 154, 181).

d. Uses. The present tense shows habitual action, as *hemî rozek dars rexwenîm* 'I study every day'; progressive action, as *çî rexoy?* 'What are you eating?' and future action, as *sbéyme rexîm bô maktêb.* 'I'll be going to school tomorrow.' : See Grammatical Summary 3, pp. 154 ff.

#### 4. Verbal Phrases: Direct Object Indicated by *izafa* (Ref. p. 245).

In Lesson 8, C. 2 it was pointed out that simple verbs and verbal phrases consisting of adjective or preverb plus verb indicate their direct objects by word order. Verbal phrases consisting of noun plus verb, however, link their direct objects by *izafa* to the noun, as

<i>bàs-i kurdustân reka.</i>	'It discusses Kurdistan.'
<i>sêr-i yané redêyn.</i>	'We'll visit the Club.'
<i>xîzmét-i wîlatékétan rekên.</i>	'You are serving your country.'
<i>çôn bîlâw-i zanyarî bkêyn?</i>	'How can we spread knowledge?'
<i>dwêne lê rutelêké çewerê-i brakétman kîrd.</i>	'We waited for your brother yesterday at the hotel.'

The pronominal object is suffixed to the noun in the present tense (the construction in past tenses will be dealt with later), as

<i>restá bási reka.</i>	'He's discussing it now.'
<i>sîbéyme seryan redêyn.</i>	'We'll visit them tomorrow.'
<i>bîlâwi méke.</i>	'Don't let it become wide-spread.'

D. Exercises

1. Substitution Drill:

Model: ʔewè qutabín lə suləymaní ʔexwenín.

mín

tó

ʔéw

ʔemé

ʔéwan

hemútan

ʔémkuřanè

hemúman

míniš

bīraderekánīm

2. Substitution Drill:

Model: ʔetanəwé bīčīn bo ʔeməriká bīxwenín.

ʔeməwé

ʔeyəwé

ʔəmanəwé

ʔewè héz ʔəken

mumkíne ʔemè

ʔéwgenjanè ʔeyanəwé

bīřyáрман dàwə

bīřyári dàwə

héz ʔəkəm

nīyázi həyə

3. Substitution Drill:

Model:                    ʔewə həmútan zīmà*n*-i ʔɣlizítan xwendïwə.

ʔemá

qutabekán

mamwəstakán

pyawəkán

ʔewé

mín (omit həmú)

tó

ʔéw

ʔéw kīčə

4. Substitution Drill:

Model:                    ʔəbe féribin

xərík...bîn

čák...bïkən

báš...bïkəm

sér...bïdəm

pišán...bïdəm

pïrsyár...lè bkəm

suʔál...lè bkəm

səlám...lè bkəm

řožbáš...lè bkəm

5. Substitution Drill;

Model:                ʔeyanəwə zəhmən nébinīn

čaweré bīkən

dérs bīxwenīn

nán bīxon

yarí bīkən

pyasé bīkən

qīsé bīkən

pišáni bīden

dərgá bīkənəwə

6. Repeat the following sentences, changing the underlined portion of each to all persons and numbers.

a.     be ʔasaní wértan ʔegrīn.

Example:    be ʔasaní wérīmʔegrīn. 'They will take me readily'

b.     ʔəger ʔıqlizi báš bīzanīn, kullıyəkán be

ʔasaní wértanʔegrīn.

7. Substitution Drill; Make all other necessary changes.

Model:     zīmān-i ʔıqlizí zəhmən nfyə boʔewə; ʔətwanīn báš  
feribīn

mín

tó

ʔéw

ʔémkuřè

xuškə kəy

## 8.

qutabekán

9.

ʔewə ɡənj-i ʔəmśarén.

mál

jegá  
ʔiráq  
ʔeməriká  
turkiyá  
šár

b. Repeat the above sentences with all the other personal pronouns,

e.g.: mǐn gènj-i ʔəmšarém.

10. Substitution Drill:

Model: dara bĩřyári dawə fizyá bixwene.

mǐn  
tó  
ʔéw  
ʔemó  
hemútan  
ʔewé  
hemútan  
ʔéwan  
hemúyan  
ʔémgenjanè

11. Substitution Drill:

Model: humútan bĩradèr-i mǐnin

ʔéw  
ʔemó

ʔéwan

ʔémkĩčè

ʔéwžĩnanè

xóm

xóman

ʔəlĩ

kərím

ʔadĩl

12. Substitution Drill:

Model: žimarè-i daništwan-i ʔémšarè nĩzikèy dé mĩlyonè.

ʔéwwĩlatè

šàr-i nyuyórk

šàr-i wášĩnton

kónyo

ʔerán

wĩlatèkém

šarèkém

šarèké

13. Substitution Drill:

Model: bĩrakém lə dĩtróyt daʔeniše, bèlam báwkĩm leré ʔəži.

mín

bĩrakém

tó

báwkĩt

ʔəhméĩ

dáyki

bĩrakót

bĩrakém

ʔemé	ʔewé
ʔewé	ʔemé
ʔéwan	ʔewé
kuřekán	kĩčekán

14. Substitution Drill:

Model: (ʔewé) boʔewéy yarmetítan bīəa kə gèyštne ʔəmeriká  
 (mĩn)  
 (tó)  
 (ʔéw)  
 (ʔemé)  
 (ʔewé)  
 (ʔéwan)  
 ʔémbĩraderanè  
 řefiqekánĩm  
 hemítan

15. Substitution Drill: Change the underlined portion in  
 accordance with all the pronouns.

Model: kəwatá ʔəbe yá bə papoř yá bə təyàre bĩčĩn bə ʔəwe.

16. Substitution Drill:

Model: wábzanĩm bə papór herzantĩre.

xóř  
 bář  
 gĩrán  
 xerá

naxóš

ʔasán

səlamót

zəhmót

čák

17. Substitution Drill:

Model: tenhá šaŋzé sərat-i bīrd lə nyuyórkəwə bo bəya.

dītróyt

wášīnton

tokyó

sanfransískó

məšigén

teksás

londén

parís

romá

tarán

18. Substitution Drill:

a. Change the names of the countries in the following sentence.

Model: xwendīn be zīmān-i ʔiŋliziye lə ʔəməriká.

ʔələmaní

ʔərəbi

kurdí

řusí

turkí  
farsí  
ferənsí  
hīndí

- b. Repeat the model sentence above in the negative.

Ex.: xwendî'n bə zīmān-i ʔinglizî nīyē lə ʔəmerikà.

19. Substitution Drill:

Model: fumanîm mīyē muwəffəq ʔəbîn ʔəgər hēwl bīden.

muwəffəq ʔəbīm

péš ʔəkəwit

čák ʔəbe

dérʔəčîn

dérʔəčîn

ʔəčím

férʔəbīm

férʔəbit

čaktîr ʔəbit

báš ʔəbit

20. Substitution Drill:

a. Model: xərîk-i dərs xwendînbîn

sə'i kirdîn

həwldán

ʔiš kirdîn

kayəz nusîn

qîsə kirdîn

xizmət kirdín

bílàw kirdn-ì zanyarí

péš kəwtín

- b. Repeat the above drill changing the verb into past tense as in the example given below.

Ex.: xərìk-i dərs xwendínbun 'They were busy studying.'

21. Word Formation: Verbs - second person plural.

Model:            ʔémə bàš ʔəxwenin            ʔewéš bàš ʔəxwenin

ʔémə: Cin            ʔənusín            ʔənusín

ʔewé: Cín            ʔəzanin  
                         ʔəfróšin  
                         ʔəbín  
                         ʔəbinín  
                         dáʔənišin  
                         gwéʔəgrin  
                         ʔəpīrsín  
                         ʔətwanín  
                         ʔəčín

ʔémə: Vyn            ʔəxóyn            ʔəxón

ʔewé: Vn            ʔəkéyn            ʔəkén

ʔəléyn

ʔəxóynewe  
 ʔəléynewe  
 dáʔəxəyn  
 ʔəkéynewe  
 ʔəřóyn  
 sérʔəïeyn  
 pišán ʔəïeyn

## 22. COMPOSITION

- |   |  |
|---|--|
| 1. Good morning.  | 1. Good morning.   |
| 2. I am an American, my name is Tom.  | 2. Welcome to our Country.                                 |
| 3. I want to go to the Sirwan Hotel. Could you tell me [pəm bíley] where it is? | 3. Yes. The Sirwan Hotel is on Kawa Street.                |
| 4. Where is Kawa Street?  | 4. It is the second street from here.                      |
| 5. The Sirwan Hotel must be a very good hotel.                                  | 5. Yes, it is the best and the largest hotel in this town. |
| 6. Where can I buy a map of this city?  | 6. I think there are maps in that bookshop.                |
| 7. Thank you very much.   | 7. You're welcome.   |

A. Basic Sentences

dərs-i dé

Tenth Lesson

seyrán

A Picnic.

řóže [řóžek]

one day

řòže lə řožán

one day, once

bĩryárman na [bĩryárman  
da] (fol. by subj.)

we decided

bĩčin bò seyrán

that we go on a picnic

bĩryármanna bĩčin bò  
seyrán

we decided to go on a picnic

1. řòže lə řožán bĩryárman na  
bĩčin bò seyrán.

One day we decided to go on  
a picnic.

řožekéy

its day; that day

xóžbu

it was pleasant, nice

2. řožekèy zór xožbu.

It was very nice that day.

həwĩr

clouds

nəbu

there was/were not

ʔasmán

sky

bə ʔasmánəwə

in the sky

bə ʔasmánəwə nəbu

there weren't any in the sky

həwĩr bə ʔasmánəwə nəbu

there were no clouds in the  
sky

barán

rain

tĩrs

fear

tĩrs-i baran nəbu

there was no fear of rain

tĩrs-i baranman nəbu

We had no fear of rain.

3. hëwîr bə ʔasmənəwə nébu. There were no clouds in the sky.  
tîrs-i barənman nébu. We weren't afraid of rain.

ʔérz	earth; land
séwz	green
séwzbu	it was green
ʔèrz séwzbu	the land was green
hemíy	all of it
ʔerz hemíy séwzbu	the land was all green
hébu	there was/were
gùl-i jwán lə hemí jegayek hébu.	There were pretty flowers everywhere.

4. ʔerz hemíy séwzbu, gùl-i jwán The land was all green and there  
lə hemí jegayek hébu. were pretty flowers everywhere.

kurtí	shortness
bəkurtí	in short, in brief
těř	damp; wet
těřu xóř	wet and pleasant
bəhàrek-i těřu xóřbu	It was a wet and pleasant spring
5. bəkurtí bəhàrek-i těřu xóřbu.	In brief, it was a wet and pleasant spring

6. ʔeme čwár kəs buyn. We were four persons.

swár	rider
swárbuyn	we rode, we mounted
swàr-i ʔutumbíl buyn	we got into cars
swàr-i ʔutumbílek buyn	we got into a car

	sərchínár	Serchinar (a park near Sul.)
	čúyn bo sərchínár	we went to Serchinar
7.	swàr-i ʔutumbílek buynu čúyn bò sərchínár.	We got into a car and went to Serchinar.
	hilák	tired
	hilákbuyn	we got tired; we became tired.
	tá hilákbuyn	until we got tired
	yaríman kird	we played
	yaríman kird tá hilák buyn	we played until we got tired
	mélé	swimming (noun)
	méléman kird	we swam, took a swim
	lewè méléman kird	we swam there
8.	lewè méléman kirdu yaríman kird tá hilák buyn.	We swam and played there until we got tired.
	nánman xward	we ate, dined
	səʔàt dwanzé nánman xward	we ate at twelve o'clock
	bú	it became
	bù be səʔàt dwanzé	it became 12 o'clock
	kə bù be səʔàt dwanzé	when it became 12:00
9.	kə bú be səʔàt dwanzé nánman xward.	When it was twelve o'clock we ate.
	ʔisrahét	rest, break
	ʔisrahétman kird	we rested, had a rest
	dwaí	afterwards



- |     |  |  |
|-----|--|--|
|     | šéš-i ʔewarè                                       | six in the evening                                       |
|     | sə̀at šéš-i ʔewarè                                 | six o'clock in the evening                               |
| 15. | sə̀at šéš-i ʔewarè bə<br>ʔutumbiləkéman geřaynewə. | We returned in our car at six<br>o'clock in the evening. |
|     | tazébu   | it was new   |
| 16. | ʔutumbiləké tazèbu.                                | The car was new.   |
|     | hi   | belonging to   |
|     | hi ʔehməĩ bu                                       | it was Ahmed's; it be-<br>longed to Ahmed                |
| 17. | ʔutumbiləké hi ʔehméĩ bu.                          | The car was Ahmed's.                                     |
|     | bóy kīřibu   | he had bought it for him                                 |
|     | báwki bōy bīřibu                                   | his father had bought it<br>for him                      |
|     | tazé   | newly, recently  |
| 18. | báwki tazé bōy kīřibu.                             | His father had recently<br>bought it for him.            |
|     | nàw šár  | inside the town  |
|     | geyštín  | we arrived   |
|     | geyštine nàw šár                                   | we arrived at the city,<br>we got into the city          |
|     | čarèk sə́átek                                      | one quarter hour   |
|     | bə čarèk sə́átek                                   | in a quarter of an hour                                  |
| 19. | wábzanĩm bə čarèk sə́átek<br>geyštine nàw šár.     | I believe we arrived in town<br>in a quarter of an hour. |

	hilák	tired
	zór hilakbuyn	we were very tired
	yaríman kirdibu	we had played
	ʔewené [ʔewendé]	that much, so much
20.	ʔewené yaríman kirdibu zór hilakbuyn.	We had played so much that we were very tired.
	xóy	himself
	màl-i xóy	his own house
	ču bo màl-i xóy	he went to his own house.
	heryéké	each one, everyone
	heryéké ču bo màl-i xóy.	Everyone went to his own house
	leberʔewé	that is why; consequently
21.	leberʔewè heryékè ču bo màl-i xóy.	That is why everyone went to his own house.
	tá beyani	until morning
	nústim	I slept
	nústim tá beyani	I slept until morning
	mín zór baš nustim tá beyani	I slept very well until morning
22.	ʔéwšewè mín zór baš nustim tá beyani.	That night I slept very well until morning.
	bír	thought; memory
	le bírmə	it is in my mind; I remem-
	ʔéwsəyranè	ber it
	ʔéwsəyranəm le bírə.	I remember that picnic.

	xoší	pleasure
	tá ʔestà xoší- ʔəwseyranəm lə bíre.	I still remember the pleasure of that picnic.
23.	bə řastì tá ʔestà xoší- ʔəwseyranəm lə bíre.	To tell the truth, I still recall the pleasure of that picnic.
	ʔəwseyranəxošə	that pleasant picnic
	bàs-i ʔəwseyranəxošə ʔəkeyn	we talk about that pleasant picnic
	ʔestáš	even now
	kə biraderəkánim ʔəbinim	whenever I see my friends
24.	ʔestáš kə biraderəkánim ʔəbinim bàs-i ʔəwseyranəxošə ʔəkeyn.	Even now, whenever I see my friends we talk about that pleasant picnic.
	bírʔəkeyn	we think; we recall
	řožán	days
	řožàn-i məktéb	school days
	bìr-i řožàn-i məktéb ʔəkeyn	we recall our school days
25.	bìr-i řožàn-i məktébu xwendín ʔəkeyn.	We recall our school days
	kón	old
	řefìq-i kón	old friend(s)
26.	bàs-i řefìq-i kón ʔəkeyn.	We talk about our old friends.

- |     |  |   |
|-----|--|---|
|     | qisè-i xóš                                       | pleasant conversation   |
|     | qisè-i xòš-i<br>mamwestakán                      | the pleasantries of the<br>teachers                           |
| 27. | bàs-i qisè-i xòš-i<br>mamwestankánman ʔekeyn.    | We talk about the pleasan-<br>tries of our teachers.          |
|     | bír  | recollection(s)   |
|     | ʔéwbirexošanè                                    | those pleasant recollections                                  |
|     | hergíz   | never   |
|     | náčnewe  | they do not go back   |
|     | le bír náčnewe                                   | they will not be forgotten                                    |
|     | hergíz le bír náčnewe                            | they will never be forgotten                                  |
| 28. | be řastí ʔéwbirexošanè<br>hergíz le bír náčnewe. | Indeed, those beautiful mem-<br>ories can never be forgotten. |

1. řože le řožán bĩřyármán na bĩčín bò seyrán.
2. řožekèy zór xožbu.
3. hewĩr be ʔasmànəwə nébu. tĩrs-i barànmán nébu.
4. ʔérz hemũy séwzbu, gũl-i jwán le hemũ jegayek hèbu.
5. bəkurtí, behàrek-i tèřu xóžbu.
6. ʔemə čwár kəs buyn.
7. swār-i ʔutumbílek buynu čúyn bò sərčĩnár.
8. ləwè meléman kĩrdu yaríman kird tá hilàk buyn.
9. kə bú be sərət dwaŋzé nànmán xward.
10. dwaí ʔisrahétmán kird.
11. niwèřo taqĩmek-itĩr hatĩn bo ʔewè.
12. ʔewáníš melèyan kirdu ləgəl ʔemè čáyan xwardəwə.
13. pàš ʔewə pékəwə yaríman kird.
14. be řastí xóžmán řabward tà ʔewaré.
15. sərət šés-i ʔewarè be ʔutumbilékéman geřaynəwə.
16. ʔutumbiléké tazèbu.
17. ʔutumbiléké hi ʔehméĩ bu.
18. bàwki tazé bøy kĩřibu.
19. wábzanĩm be čarèk sərátèk geřštine nàw šár.
20. ʔewené yaríman kirdıbu zór hilakbuyn.
21. ləberʔewè heryəkè ču bo mál-i xóy.
22. ʔéwšewè mĩn zór baš nustĩm tá beyani.
23. be řastĩ tá ʔestà xoší-ʔewseyranèm le bíre.
24. ʔestáš kè bĩradèrəkánĩm ʔəbinĩm bàs-i ʔéwseyrane-xošè ʔəkeyn.
25. bĩr-i řožàn-i mək tébu xwendĩn ʔəkeyn.
26. bás-i řefĩq-i kón ʔəkeyn.
27. bàs-i qĩsè-i xòš-i mamwəstakánmán ʔəkeyn.
28. be řastí ʔéwbirexošanè hergíz le bir náčnəwə.

### Sentence Resumé - English

1. One day we decided to go on a picnic.
2. It was very nice that day.
3. There were no clouds in the sky. We were not afraid that it would rain.
4. The land was all green and there were pretty flowers everywhere.
5. In brief, it was a wet and pleasant spring.
6. We were four persons.
7. We got into a car and went to Serchinar.
8. We swam and played there until we got tired.
9. When it was twelve o'clock we ate.
10. Then we had a rest.
11. Another group came there at noon.
12. They too took a swim and drank tea with us.
13. After that we played together.
14. We really had a nice time up until evening.
15. We returned in our car at six o'clock in the evening.
16. The car was new.
17. The car was Ahmed's.
18. His father had recently bought it for him.
19. I believe we arrived in town in a quarter of an hour.
20. We had played so much that we were very tired.
21. That is why everyone went to his own house.
22. That night I slept very well until morning.
23. To tell the truth, I still recall the pleasure of that picnic.
24. Even now, whenever I see my friends we talk about that pleasant picnic.

25. We recall our school days and studies.
26. We talk about our old friends.
27. We talk about the pleasantries of our teachers.
28. Indeed, those beautiful recollections can never be forgotten.

## B. Additional Vocabulary

### Nouns

fésil	season
téyr	bird
maṇ	noon
helsán	to get up, to stand up
royštín	to go away, to get to move
hatín	to come, coming
nustín	to sleep, sleeping
daništín	to sit, sitting
řabwardín	to spend the time, spending the
hiwá	aspiration (P.N. - male)
guzidé	selected (P.N. - female)

### Adjectives

řazá	brave
------	-------

## C. Notes.

### 1. Intransitive Verbs: Preterite Tense.

The inflection for first person plural of intransitive verbs in the preterite tense is -in/-yn, exemplified in this lesson by

Consonant stem:	gáyštin	'we arrived'
Vowel stem:	búyn	'we were; we became'

We now have the complete conjugation of intransitive verbs in the preterite tense; in the following illustrative paradigms, hátin is a consonant stem and čun, a vowel stem:

Stem:	hát-	čú-	Inflection
mīn	hátīm	čum	-īm / -m
to	hátit	čuyt	-it / -yt
ʔew	hat	ču	# / #
ʔemé	hátin	čuyñ	-in / -yn
ʔewé	hátīñ	čun	-īñ / -ñ
ʔewán	hátīñ	čun	-īñ / -ñ

Remarks: The inflectional suffixes are not stressed. Thus, hátin = 'they came', hátīñ = 'to come'. The suffixes for ʔewé and ʔewán are identical. The lack of any suffix at all (#) denotes third person singular. Finally, these intransitive suffixes are identical with the copula suffixes except for the third person singular.

Any verb that uses these suffixes in the past tenses for subject inflection is an intransitive verb. Thus, kəwt 'he fell' is intransitive, while xwárdi 'he ate' is transitive.

### 2. Past Tenses: Objects of Prepositions (Ref. preposed subj., p. 213).

This discussion deals with the objects of prepositions occurring with transitive verbs in the past tenses. In this

lesson we have the sentence:

bawki tazé boy křibu.

'His father had recently bought it for him.'

křibu is past perfect tense 'had bought'; preterite is kří 'he bought'. Now consider these variations on this theme:

bóy kří.

'He bought it for him.'

bóy křím.

'He bought it for me.'

bóyan křím.

'They bought it for me.'

bóyan křín.

'They bought it for us.'

bóm křít.

'I bought it for you.'

According to previous discussions, the preposed subject is expressed by a pronominal suffix attached to a prior word, in this case the preposition bo. Thus, -y, -yan, -m indicate the subject. In such a case the object of the preposition is expressed as a suffix on the verb; note, however, that this object of the preposition is the intransitive verb inflection suffixed to the transitive verb. This shows up more clearly on consonant stems:

pem wítit ne?

'I said 'No' to you.'

čít pe wítím?

'What did you say to me?'

dáykyan kebábi bo křín.

'Their mother made Kabob for them.'

kayézekím bo nardi.

'I sent you a letter.'

bə bawki wít...

'He said to his father...'

pey wít...

'He said to him...'

This construction occurs in all past tenses:

pem dáyt.

'I gave it to you.' (preterite)

ʔəgina pem ʔedáyt.

'Otherwise I would have given it to you.' (imperfect)

pem dábuyt.

'I had given it to you.' (past perfect)

Note: if the prepositional phrase follows the verb (and so receives special emphasis), the above rules do not hold:

pèt wítim	'You said to me'
but: wítim pèt	'I said to <u>you</u> .'

### 3. Verbal Phrases: Direct Object Indicated by Prepositions (Ref. pp. 245, 283).

a. We have seen that with some verbal phrases the direct object is identified by its position before the verb and with others, by izafa. The remaining means of introducing a direct object is with a preposition, as in

čáwim be bákwi kəwt.	'I saw his father.'
suʔál le mamwestá ʔəkəyɪ.	'We're asking the teacher some questions.'
gwé le mamwestá ʔəgrīm	'I'll listen to the teacher.'
gwém le mamwestá girt.	'I listened to the teacher.'

When the direct object is a substantive (which includes independent pronouns such as mín, to) the same rules apply for both the present and the past tenses, as in the examples above. When the direct object is a pronominal suffix, however, the present tense follows one set of rules and the past tenses another.

b. In the present tense, when the direct object of a prepositional verbal phrase is a pronominal suffix, two things happen: (1) the suffix is preposed to, in general, the first word or phrase in the clause which is not the subject; and (2) the prepositions le 'from' and be in the meaning of 'to' are replaced respectively by le and pe. (All other prepositions, e.g., bo, légél, be meaning 'in', etc. do not change.) It can be said that le and be are used only when a substantive (noun, independent pronoun, adjective, etc.) follows it; otherwise le and pe are used. Compare:

ʔəməwe čəŋ suʔálek <u>le jwán</u> bkəm.	'I want to ask Jwan a few questions.'
ʔəməwe čəŋ suʔálekít <u>le</u> bkəm.	'I want to ask you some questions.'

bə tó ʔəlem: názanĩm.

'To you I say, "I don't know."'

pet ʔəlem štek-i wà níyə.

'I tell you there is no such thing.'

čayxanáy pe ʔəlen.

'They call it a teahouse.'  
(Lit., "they say to it...")

kaʔézĩm bo bĩnuse.

'Write me a letter.'

pem xóšə.

'I like it.'

ʔerém pe xošə.

'I like it here.' (Lit.,  
"Here is pleasant to me.")

gwéy le ʔegrĩm.

'I listen to him.'

bo daráy gwe lè ʔegrĩm.

'I listen to him for Dara.'

gweti bo le ʔegrĩm.

'I listen to him (-i...le)  
for you (-t-...bo).'

c. In the various past tenses, three things take place: (1) the subject inflection is preposed to the first word or word-group in the clause; (2) the object of the preposition is expressed as an intransitive verbal suffix on the stem of the transitive verb, as explained above in section C.2 of this lesson (pp. 306 ff.); and (3) the prepositions *le* and *bə*, if occurring, are replaced by *le* and *pe* respectively, as in the present tense (see para. b above). The following pairs of sentences contrast the construction with a preposition and a substantive (which includes the independent pronouns) and a preposition and a pronominal object:

1.a. suʔálekĩm le to kĩrd.

'I asked you a question.'

b. suʔálekĩm lè kĩrdit.

'I asked you a question.'

2.a. gwéyan le ʔemé kĩrd.

'They listened to us.'

b. gwéyan lè kĩrdin.

'They listened to us.'

3.a. bo daráy gwe le mamwestakán  
gĩrt.

'He listened to the  
teachers for Dara.'

b. bo daráy gwe lè gĩrtĩn.

'He listened to them for  
Dara.'

h.a. selámyan lə fuʔád kird. 'They greeted Fuad.'

b. selámyan lə kird. 'They greeted him.'

d. Now, finally, reconsider the first sentence in this section: čáwim bə bāwki kəwt. Since kəwtin 'to fall' is an intransitive verb, this expression does not follow the above rules for transitive clauses. Thus, 'I saw him' is čáwim pey kəwt, and 'I saw them' is čáwim peyan kəwt.

4. lə bírmə . This expression, which means literally "It is in my mind." is rendered in English "I remember it." The pronominal suffix is preposed to an earlier word in the clause, including the subject itself: ?əwseyranəm lə bírə . 'I remember that picnic.' The negative of this is lə bir čunəwé, as lə bírim čuəwə 'I have forgotten it'.

D. Exercises

1. Substitution Drill:

Model:                    řòže le řožán bīryárman na bičín bo seyrán.

šéwe

sále

kúře      kurekán

žīne

mamwestáye

sé mīnal

taqīmek kíic

čəŋ pyáwek

qutabíye

čəŋ qutabíye

2. Substitution Drill:

Model:                    řožəkèy zór xožbu

šów

sál

ʔewaró

fósīl

beyaní

bəhár

hawín

zīstán

payfz

řož

3. Substitution Drill:

a. Model: hèwîr bə ʔasmənəwə nébu.

teyaré

téyr

ʔəsteré

máŋ

hówîr

b. hèwîr lə ʔasmən[d]a nébu.

pyáw      šár

žín      mál

kíc      məktéb

qutabí      sínif

kítéb      kítebxanó

kés      baxəkó

nán      mál

pəxšán      žurəkó

4. Substitution Drill:

a. Model: gûl-i jwán lə həmə jegayek həbu.

kûř-i báš

məmwəstà-i čak

kítèb-i tazó

pyàw-i ʔazá



(tó)  
 (ʔéw)  
 mīnutó  
 kuřekán  
 pyáwek  
 bīraderekánman  
 sé kəs

7. (a) Change the following sentence for all persons and numbers and then (b) repeat it in the present tense.

Model: ke bú bə səʔət dwaŋzé nánman xward.

Example: a. ke bù bə səʔət dwaŋzé nánim xward.

b. ke bù bə səʔət dwaŋzé nán ʔəxom.

"When it is 12:00 'll eat."

## 8. Substitution Drill:

- a. Use the correct form of the infinitives listed below in place of the underlined portion of the sentence.

Model: ʔisrahétman kird. (Inf. = ʔisrahèt kirdín)

mélé kirdín

čá xwardnəwè

nan xwardín

qīse kirdín

helsán

řoyštín

hatín

nustín

dərs xwendín

- b. Repeat the sentences above for first person and third person singular.

Example:               dwaí ʔisrahétim kird.

                          dwaí ʔisrahéti kird.

9. Substitution Drill:

Model:               (ʔemé) xóžman řabward tà ʔewaré.

                      (mín)

                      (tó)

                      (ʔéw)

                      (tòw ʔéw)

                      (ʔemé)

                      (ʔewé)

                      (ʔéwan)

                      hemíman

                      qutabekán

10. Substitution Drill:

a. Model:               ʔutumbileké hi ʔəhméi bu.

                          mín

                          tó

                          ʔéw

                          pyawəké

                          ʔəhmèi-i řefíqim

                          žinekém

                          ʔemé

                          ʔewé

                          ʔéwan

                          ké

b. Change the sentences above to the present as shown in the model below:

a) ʔutumbiləké hi ʔəhméï bu.

b) ʔutumbiləké hi ʔəhméïə [ʔəhméde]

11. Substitution Drill:

Model: báwki tazé bòy kǐřibu.

Example: mīn tazé bòm kǐřibu.

"I had recently bought it for him."

mīn

tó

ʔéw

ʔemé

ʔewé

ʔéwan

xáli

mámi

xóman

dàyku báwki

12. Substitution Drill: Use the substitution items of the preceding drill.

Model: ʔəwəŋé yarīman kǐrdību zór hilakbuyn.

Example: ʔəwəŋé yarīm kǐrdību zór hilakbum.

13. Substitution Drill:

Model: həryəkè ču bo màl-i xóy.

həmí kəsek

m̩təsərɪfəké

mīn  
tó  
ʔéw  
ʔemé  
hemíman  
ʔewé  
hemítan  
ʔéwan  
hemíyan

14. Substitution Drill:

Model:            mīn zór baš nustīm tá beyani.

ʔemé  
tó  
ʔewé  
ʔéw  
ʔéwan  
bīrakém  
řefiqəkáni  
hemítan  
mīnaləkánīm  
dáyki

15. Substitution Drill:

Model:            tá ʔestà xoší- ʔewseyranèm le bíre.

ʔéwdersè  
náwi

ʔedresəké  
 ʔéwšewè  
 wílátexošəkèm  
 ʔéwkičəjwanè  
 ʔèwřožəxošanè  
 ʔéwgoraniyè  
 dará  
 seyranəké-i sərčínár

16. Word Formation:

a. Model:            xóš            xóše            xóžbu

hilák  
 jwán  
 báš  
 řást  
 čak  
 ʔestá  
 šár  
 qəlów  
 řefíq  
 ʔımtihán  
 jəridé  
 ʔewrupá  
 leré

b. Repeat the above in the negative.

Example:            xoš            xožníyè            xoš nábu

17. Substitution Drill:

- a. Model:                    kə darám bini səlámi lè ʔəkəm.  
"When I see Dara, I'll say 'Hello' to him."

bīrakét

xuškəkóy

bawk-i zaná

bīradərekán

žīn-i xálīm

hiwá

guzidé

nuserəké

- b. Repeat the above drill with the following sentence:

Model:                    kə dará ʔəbinīm səlámi lè ʔəkəm.

"Whenever I see Dara, I say 'Hello' to him."

18. Substitution Drill:

- a. Model:                    ʔéwbiroxošanè hərgíz lə bir náčnəwə.

qīsé

bás

šīt

wišé

kítéb

daništín

řabwardín

səyrán

b. Change the sentences in (a) to the 3rd person singular;

Example:            ʔéwbirexošè hərgíz le bir náčetəwə.

19. Word Formation: Give the negative forms of the following:

[illegible]

**?əčmáwə**

žechím

vačit

řáčé

ἡ ἀρχὴ

žeróm

## héz ʔəkəm

qĩsə ʔəkəm

bás ʔəkəm

dáʔənišĩm

wərˈəgrɪm

# həwl ʔədəm

## házi lè ʔəkəm

qĩsáy lægəl ʔəkəm

básyān ʔəkəm

wértan ʔəgr̥in

# héwli bo ʔəïa

## 20. Word Formation:

**A**

bir-i xóš

B

ʔéwbirəxošanə

qīsè-i jwán  
 bàs-i xóš  
 řeflq-i čák  
 bīradèr-i báš  
 jaddè-i řást  
 kītèb-i gēwré  
 zīman-i xóš  
 kəbāb-i bēlēzót  
 šàx-i bérz  
 jīl-i kón

## 21. COMPOSITION

- |  |  |
|--|--|
| 1. Greetings.  | 1. Greetings. (Response)   |
| 2. Where were you?   | 2. I was at Karim's store.   |
| 3. What did you do there?  | 3. I bought a few things.  |
| 4. Who'd you see there?  | 4. I saw my uncle Rashol.  |
| 5. Is your uncle at Karim's now?   | 5. No, he went to the Public Garden with some friends.   |
| 6. They went to do what?   | 6. They went for a stroll. They said they will wait for you there.   |
| 7. But I don't intend to go there.   | 7. Oh? What are you going to do now?   |
| 8. I'm going to visit my friend Hama Tawfiq for a cup of tea, and then I will go home and eat. | 8. Why are you going to visit Hama Tawfiq? He is very busy these days getting ready to go to America to study. |

9. I know. I want to ask him some questions about studying in America.
10. Very well. And if you see my uncle at the Public Garden, tell him hello for me.

9. I see. Tell him hello for me. I'm going to the Public Garden, but I will be seeing him this evening.
10. O.K. Goodbye. I'll see you tomorrow.

## Lesson XI

### A. Basic Sentences

dêrs-i yanzehém

Eleventh Lesson

bàs-i kongrè-i mamwestayán

Talk about the Teachers'  
Conference

govár

magazine

dérʔəče[t]

it comes out; it is pub-  
lished

gováru řožnamé-i kurdí

Kurdish magazines and news-  
papers

gováru řožnamè-i kurdì  
dérʔəče ləm wīlatè

Kurdish magazines and news-  
papers are published in this  
country.

1. čén gováru řožnamè-i  
kurdì dérʔəče ləm  
wīlatè?

How many Kurdish magazines and  
newspapers are published in  
this country?

čwàr pénj

four or five

čwàr pénj govar

four or five magazines

šèš hēwt

six or seven

šèš hēw[t] řožnamè

six or seven papers

2. čwàr pénj gováru šes héh řožnamè.	Four or five magazines and six or seven papers.
žín	life
řožnamè-i žín	the newspaper Zhin
řožnamèyek-i žínim kîři	I bought a copy of Zhin.
ʔimro řožnamèyek-i žínim kîři	I bought a copy of Zhin today.
bás	news, news items
bàs-i xóš	interesting news
bàs-i xòš-i tyábu	there were some interesting news items in it
ʔimro řožnamèyek-i žínim kîři, zór bas-i xòš-i tyábu	I bought a copy of Zhin today and it has many in- teresting news items
ləwané	from those
ʔəwébu	it was that
koŋgré	congress, conference
koŋgréyek ʔəgrîn	they hold a conference
mamwəstayàn-i kúrd	the Kurdish teachers will

kongréyek ʔəgrîn	hold a conference
yéke[k] ləwanè ʔəwəbu mamwestayàn-i kúrd kongréyek ʔəgrîn	One of these was that the Kurdish teachers will hold a conference
paytéxt	capital
komár	republic
komàr-i ʕiráq	the Republic of Iraq
paytèxt-i komàr-i ʕiráq	the capital of the Republic of Iraq
lè bəyá [lè bəydá]	in Baghdad
kongréyek ʔəgrîn lè paytèxt-i komàr-i ʕiráq lè bəyá.	they'll hold a conference in the Capital of the Re- public of Iraq, in Baghdad.
zīmàn-i kurdí	the Kurdish language
bàs-i zīmàn-i kurdí ʔəken	they (will) discuss the Kurdish language
3. ʔimro řožnamèyek-i žínim kĩři, zór bàs-i xòš-i tyábu. yékek ləwanè ʔəwəbu mamwestayàn-i kúrd kongréyek ʔəgrîn	Today, I bought a copy of Zhin and it had many inter- esting news items. One of them was that the Kurdish teachers will hold a con-

lê paytêxt-i komâr-i  
‘îraq lê bəɣá, bās-i  
zīmān-i kurdî ʔəken.

ference in the capital of the  
Iraqi Republic, in Baghdad,  
to discuss the Kurdish lan-  
guage.

wáye

it is thus, it is like this

bêlê wáye

yes, it is so

ʔəmê seyêṁ koṅgráye

this is the third confer-  
ence

babét

sort, kind

lêṁ babetéwê

of this kind

ʔəgiré[t]

it is, will be held

ʔəmê seyêṁ koṅgráye kê  
lêṁ babetéwê ʔəgire[t]

this is the third conference  
of this kind to be held

ʔaškîrá

clear, obvious

ʔəwê-i ʔaškîráye

the thing which is obvious,  
what is obvious is that...

tébîkošîn

that they strive

xîzmét

service

gél

people, nation

gələkəyan

their people

ʔəbe tēbikošīn bō xīzmət-i  
gələkəyan

they must strive to serve  
their people

ʔəwè-i ʔaškīráyə,  
mamwəstayàn-i kúrd ʔəbe  
tēbikošīn bō xīzmət-i  
gələkəyan

the obvious thing is that  
the Kurdish teachers must  
strive to serve their  
people

4. bēle wáyə, ʔəmə seyəm  
konğréyə kə ləm babetəwə  
ʔəgire. ʔəwè-i ʔaškīráyə,  
mamwəstayàn-i kúrd ʔəbe  
tēbikošīn bō xīzmət-i  
gələkəyan.

Yes, that is right, this is  
the third conference of its  
kind to be hold. But what is  
clear is that Kurdish teachers  
should strive to serve their  
people.

jihán

world

lə həmú jihan[d]a

in the entire world, all  
over the world

bə taybetí ləm wīlatanèda

especially in these  
countries

hér

only

təgəyštú

learned, educated

təgəyštókán	the learned ones
bə zorí	mostly, for the most part
téʔəkošin bo xǐzmət-i wīlātu gélú zīmanəkéyan	they strive for the service of their country, people and language
5. wábzanīm lə həmú jihānaw bətaybetí ləm wīlatanéda, hér mamwestayānu quta- byānu təgəyštókán bə zorí təʔəkošin bo xǐzmət-i wīlātu gélú zīmanəkéyan.	I believe in all the world, and especially in these countries, it is only the teachers, students and the educated who, for the most part, strive to serve their country, people and language.
hawbəší ʔəkən	they participate
hawbəší ʔəkən ləm koŋgrəyéda	they participate in this conference
6. čén mamwesta ləm šarəwə hawbəší ʔəkən ləm koŋgrəyə?	How many teachers from this city will participate in this conference?
bistúme	I have heard it
wəku bistúme	as I have heard it
hér	every

nwenór	representative
nwenórek ʔenere[t]	he sends a representative
hér mæktèbek nwenórek ʔenere[t]	every school sends a re- presentative
wèku bistúme, hér mæktè- bek nwenórek ʔenere[t]	as I have heard every school will send a representative
žimaré	number
ʔegáte	he arrives at, reaches
žimarè-i nwenèrán ʔegate číl.	the number of the repre- sentatives will reach forty.
7. wèku bistúme, hér mæktèbek nwenórek ʔenere. lèbèr ʔawé žimarè-i nwenèrán lèm šaré ʔegate číl.	According to what I have heard, every school will send one re- presentative; thus the number of the representatives from this city will reach forty.
hawbèši náken	they don't participate
hawbèši náken lèm kongrèyè	they don't participate in this conference
8. ʔéy mamwéstayàn-i ʔeréb hawbèši náken lèm kongrèyè?	I say, aren't Arab teachers taking part in this con- ference?

lèwan	from them
bán kīrawīn	they have been invited
zór kèsiš lèwan bán kīrawīn	many of them have also been invited
gwéʔegrīn	they listen
hawbēšī bkən	that they participate
bé ʔewey hawbēšī bkən	without their participating
hèr dáʔenišīnu gwé ʔegrīn	they only sit and listen

9. bélé. zór kèsiš lèwan bán Yes. A lot of them have been  
kīrawīn, bēlam ʔewan hèr invited, but they will only  
dáʔenišīnu gwéʔegrīn bēʔewey sit and learn without parti-  
hawbēšī bkən lə qīse kirdīna. cipating in the discussion.

sérék	head, leader
neqabé	trade union
sérək-i neqabè-i mamwestayán	the head of the teachers' union
ʔečət bo ʔəwkonḡrəyé	he will go to the conference

10. wábzanīm sérək-i I imagine the head of the  
neqabè-i mamwestayán Teachers' Union will go to  
ʔeče bo ʔəwkonḡrəyə. that congress.

wézír	minister
sèrèk wèzirán	prime minister
ʔəwwel̩ ʔóž	the first day
kĩrdnəwé	to open
kĩrdnəwè-i kɔŋgré	to open the conference
ʔəčɛt bo kĩrdnəwè-i kɔŋgré	he goes to open the con- ference
pár	last year
wítár	a speech
dúru dĩrěž	lengthy
jwán	beautiful
wítàrɛk-i dùru dĩrěžu jwáni xwendəwə.	He gave a lengthy and elegant speech.

11. béle, sèrək̀wèzirániš  
 ʔəwwel̩ ʔóž ʔəčɛ bo  
 kĩrdnəwè-i kɔŋgrɛké.  
 pár wítarɛk-i dùru  
 dĩrěžu jwáni xwendəwə.

Yes, the prime minister is  
 also going on the first day  
 to open the conference. Last  
 year he gave a lengthy and  
 elegant speech.

gĩftugó	discussions
---------	-------------

	hìč giftugò nákre[t]	There won't be any discussion.
12.	kewatá ʔəwvəl ʔóž hìč giftugò nákre?	Then there won't be any discussions the first day?
	bĩřwá	belief
	bĩřwa nákem	I don't believe
13.	bĩřwa nákem.	I don't believe so.
	wéku	like, as
	wéku ʔəzani[t]	as you know
	dəwám ʔəka[t]	he continues, lasts
	čén ʔóž dəwam ʔəka[t]	How many days does it last?
14.	wèku ʔəzani ʔémkongrəyè čén ʔóž dəwam ʔəka?	As far as you know, how many days will this convention last?
	názanim ʔimsal čén ʔóž dəwám ʔəka[t]	I don't know how many days it will last this year
	par həftéyek dəwàmi kird	last year it lasted one week
15.	názanim ʔimsal čén ʔóž dəwam ʔekat, belam pàr həftéyek dəwàmi kird.	I don't know how many days it will last this year, but last year it lasted a week.

hézîm ʔekîrd	I desired, wished
bîmtwanyaye	that I could, that I was able to
hézîm ʔekîrd bîmtwanyaye	I wish I could, I wish that I were able to
hézîm ʔekîrd bîmtwanyaye - bičîm bo beşá	I wish I could go to Baghdad
čên pîrsyárekîm heyê	I have some questions
le baréy	about, in regard to
lebarèy zîman-i kurdéwê	concerning the Kurdish language
čên pîrsayárekîm heyê le barey zîman-i kurdéwê	I have some questions about the Kurdish language.
hetà tò lerèyt	for as long as you are here; as long as you are here now
məsna-i čên wişseyek	the meaning of some words
bà məsna-i čên wişseyekî tî lêbîrsîm.	Let me ask you the meaning of some words.
čaw	eye
čawîm péyan kəwtuwê	I have seen them
ʔîmro le řożnamekê čawîm	I have seen them in the

- pèyan kəwtuwə newspaper today.
- bà mənna-i cən wišseyekit Let me ask you the meaning  
lèbpîrsim ke ?fmro le of some words which I have  
rožnaməkè cawim pèyan seen in the paper today.  
kəwtuwə.
16. hëzim ?ekird bîmtwanyayə I wish I could go to Baghdad,  
bičim bo beya cunke cən because I have some questions  
pîrsyârekim heyə lebarəy about the Kurdish language.  
zimàn-i kurdéwə. bəlan But, as long as you are here  
heta tó ləneyt ba mənna-i now, let me ask you the meaning  
cən wišseyekit lèbpîrsim of some words that I came across  
ke ?fmro le rožnaməkè  
cawim pèyan kəwtuwə. in the paper today.
17. wəku čí? Such as what?
- jəmhuriyét republic
- balyóz ambassador
18. wəku jəmhuriyétu balyóz. Such as jəmhuriyét and balyóz.
- bə kurdí in Kurdish
- yəsni it means
- yəsni komár It means "republic".
- bə kurdî jəmhuriyét In Kurdish jəmhuriyét means  
yəsni komár "republic".

balyòz yəni səfír	<u>balyóz</u> means "ambassador".
ʔəmanə zór ʔasànîn	these are very easy
19. ʔəmanə zór ʔasànîn. bə kurdî jəmhuriyét yəni komáru balyóz yəni səfír.	These are quite easy. <u>komar</u> means "republic" and <u>balyoz</u> means "ambassador" in Kurdish.
supás	thanks
supásit ʔəkəm	I thank you
zòr supásit ʔəkəm	I thank you very much
léməwdwà	from now on
maná	meaning
lét ʔəpîrsîm	I'll ask of you
ʔəger mana-i wişeyekîm wîst	if/when I want the meaning of a word
ʔəger mana-i wişeyekîm wîst lét ʔəpîrsîm.	When I want the meaning of a word, I will ask you.
léməwdwa ʔəger mana-i wəşeyekîm wîst lét ʔəpîrsîm.	From now on, if I want the meaning of a word, I'll ask you.
20. zòr supásit ʔəkəm. lé- məwdwa ʔəger mana-i	Thank you very much. From now on, when I want the meaning of

wiṣṣeyekim wist lét ʔepirsim.	a word, I'll ask you.
xizmót	service
yarmetí	help
bo hemú yarmetíyek	for all help, for every kind of help
bo hemú yarmetíyeku xizmótek	for every help and service
21. mīn ʔamədəm bo hemú yarmetíyeku xizmótek.	I am ready to render any kind of help or service.
xóžbi (formula)	may you be happy or safe
22. xóžbi.	Thank you.

## Sentence Resumé - Kurdish

1. čén govàru řožnamè-i kurdì dèrʔəče ləm wīlatè?
2. čwàr pénj govàru šəš hēw řožnamè.
3. ʔimro řožnamèyek-i žínim kīři, zór bàs-i xòš-i tyábu.  
yékek ləwanè ʔəwəbu mamwəstayàn-i kúrd kongréyek ʔəgrīn  
lə paytəxt-i komàri ʔiraq lə bəyá, bàs-i zīmàn-i kurdí  
ʔəken.
4. bèle wáyə, ʔəmə seyəm kongréyè kə ləm babətəwə ʔəgire.  
ʔəwè-i ʔaşkīráyè, mamwəstayàn-i kúrd ʔəbe tébikošīn bə  
xīzmət-i gələkéyan.
5. wábzanīm lə həmí jihānaw bətaybətí ləm wīlatanèda, hér  
mamwəstayānu qutabyānu tegəyštókān bə zorí teʔəkošīn bə  
xīzmət-i wīlátu gəlu zīmanəkéyan.
6. čén mamwəsta ləm šarəwə hawbəšī ʔəken ləm kongrəyè?
7. wəku bistúmə, hér məktəbek nwenérek ʔənere. ləbər  
ʔəwé žīmarè-i nwenərán ləm šaré ʔəgate číl.
8. ʔéy mamwəstayàn-i ʔərəb hawbəšī nāken ləm kongrəyè?
9. béle. zór kəsiš ləwan bān kīrawīn, bəlam ʔəwan hēr  
dāʔənišīnu gwéʔəgrīn bəʔəwəy hawbəšī bken lə qīse  
kīrdīna.
10. wábzanīm sərək-i nəqabè-i mamwəstayān ʔəče bə ʔəwkongrəyè.
11. béle, sərək wəzirāniš ʔəwwəl řóž ʔəce bə kīrdnəwè-i  
kongrəké. pār wītarek-i dūru dīréžu jwāni xwendəwə.
12. kəwatá ʔəwwəl řóž hīč gīftugó nākre?
13. bīřwa nākem.

14. wèku ʔezani ʔémkongreyè čén řož dəwam ʔəka?
15. názanim ʔimsal čén řož dəwam ʔekat, bəlam pàr həftéyek dəwami kird.
16. həzim ʔekird bîmtwanyaye bičim bo beya çunke çen pîrsyârekim heyê lebarêy zimàn-i kurdêwê. bəlam heta tó lerəyt ba məsnà-i çen wişéyekit lèbpîrsim ke ʔimro le řožnamekè čawim pèyan kəwtuwê.
17. wəku čí?
18. wèku jəmhuriyétu balyóz.
19. ʔəmanə zór ʔasànin. be kurdî jəmhuriyét yəni komáru balyóz yəni səfír.
20. zór supásit ʔekem. léməwdwa ʔəger mana-i wişeyekim wíst lét ʔepîrsim.
21. mîn ʔamədəm bo həmí yarmətiyeku xizmétek.
22. xóžbi.

## Sentence Resumé - English

1. How many Kurdish magazines and newspapers are published in this country?
2. Four or five magazines and six or seven papers.
3. Today I bought a copy of Zhin and it had many interesting news items. One of them was that the Kurdish teachers will hold a conference in the capital of the Iraqi Republic, in Baghdad, to discuss the Kurdish language.
4. Yes, that is right, this is the third conference of its kind to be held. But what is clear is that Kurdish teachers should strive to serve their people.
5. I believe in all the world, and especially in these countries, it is only the teachers, students and the educated who, for the most part, strive to serve their country, people and language.
6. How many teachers from this city will participate in this conference?
7. According to what I have heard, every school will send one representative, thus the number of the representatives will reach forty.
8. I say, aren't Arab teachers taking part in this conference?
9. Yes. A lot of them have been invited, but they will only sit and listen, without participating in the dis-

cussion.

10. I imagine the head of the Teachers' Union will go to that congress.
11. Yes, the prime minister is also going on the first day to open the conference. Last year he delivered a lengthy and elegant speech.
12. Then there won't be any discussions the first day?
13. I don't believe so.
14. As far as you know how long will this convention last?
15. I don't know how long it will last this year, but last year it lasted a week.
16. I wish I could go to Baghdad, because I have some questions about the Kurdish language. But, as long as you are here now, let me ask you the meaning of some words that I came across in today's paper.
17. Such as what?
18. Such as *jəmhuriyét* and *balýóz*.
19. These are quite easy. *jəmhuriyét* means "republic" and *balýóz* means "ambassador" in Kurdish.
20. Thank you very much. From now on, when I want the meaning of a word, I'll ask you.
21. I am ready to render any kind of help or service.
22. Thank you.

B. Additional Vocabulary

Nouns

širwán	(P.N. - male)
xwendəwár	educated person; learned
pyawčák	good man or men; sensible men
jeridečí	journalist
dĩnyá	world
məjəllé	magazine
sərmá	cold (noun)
gərmá	heat (noun)
kobunəwé	meeting (noun)
həryəké	everyone

Demonstratives

ʔém	this
ʔəw	that
ʔəman	these
ʔəwan	those
lém (lə + ʔəm)	from this
léw (lə + ʔəw)	from that
léman (lə + ʔəman)	from these
léwan (lə + ʔəwan)	from those

### Verbs

dər kirdín

to dismiss

xərík kirdín bə

to keep (someone) busy at

### Phrases

lémñizikè

in this vicinity

lém ñizikanèda

in the next few days

C. Notes.

1. The Present Perfect Tense. The Participle.

The present perfect tense is based on the participle, which in turn is derived by suffixing -ú (after vowels -w) on the past stem, as

te geyštín	'to understand' --
tegeyštú	'understanding; learned'
da ništín	'to sit down; to reside' --
daništú	'sitting; resident'
dán	'to give' --
dáv	'having given'

To the participle is added the inflectional suffix: the pronominal suffixes for transitive verbs, and the copula suffixes for intransitive verbs. The transitive verbs then receive also the 3rd person singular copula suffix -ə. Thus:

Transitive:

bistúmə	'I have heard'
bistúte	'you have heard'
bistúyeti	'he has heard'
bistúmanə	'we have heard'
bistútane	'you have heard'
bistúyanə	'they have heard'

Intransitive:

hatúm	'I have come'
hatúyt	'you have come'
hatúwə	'he has come'
hatúyn	'we have come'
hatún	'you have come'
hatún	'they have come'

Note in the third person singular of transitive verbs that the copula suffix after -y- is -eti.

The resultant form after preposing the pronominal suffix is bistuwə, as in

hemútan ʔnglizítan xwenduwə.	'You have all studied English.'
---------------------------------	---------------------------------

bĩryári dawə...

'He has decided to...'

The present perfect tense denotes a single completed action whose results still exist in present time; it refers more to a condition than an act. This is in contrast to the preterite tense, that denotes a single completed action with no continuation necessarily implied. Compare:

dá nĩštĩm	'I sat down'	-	dá nĩstũm	'I'm seated'
hat	'he came'	-	hátũwə	'he's here now'
bĩstĩm	'I heard it'	-	bistũmə	'I've heard it'
bũ bə māmwestá	'He became a teacher.'	-	bũwə bə māmwestá	'He has become a teacher (and still is).'

## 2. The Past Perfect Tense.

The past perfect tense is formed by suffixing the form -ĩbu- to the past stem, and then attaching the inflectional suffixes to that: pronominal suffixes for transitive verbs and the intransitive suffixes for the others. Paradigms:

kĩrdĩbum	'I had done it'	hátĩbum	'I had come'
kĩrdĩbut		hátĩbuyt	
kĩrdĩbuy		hátĩbu	
kĩrdĩbuman		hátĩbuyan	
kĩrdĩbutan		hátĩbun	
kĩrdĩbuyan		hátĩbun	

Like the English past perfect, this tense denotes a single action completed before another subsequent action in past time.

báwki bəy kĩřibu

'His father had bought it for him.'

ʔewəŋé yaríman kĩrdĩbu  
zór hilakbuyan.

'We had played so much that we got very tired.'

### 3. Style: Arabic loan words.

Kurdish has a large number of words borrowed from Arabic, much as English has borrowed many words from Latin and French. These words are fully assimilated into Kurdish and are a part of everyday language. In the literary language, however, very often words based on Iranian roots are used, so producing Kurdish - Arabic doublets, as *supás* and *təšəkkúr* 'thanks'; *pīrsyār* and *suʔál* 'question'; *welám* and *jewáb* 'answer'. The educated Kurd is at least bilingual--he knows Arabic and Kurdish, and probably English as well. Thus it is natural to explain Kurdish words, as *balýóz* and *komár*, in Arabic: *səfír* and *jəmhuriyét*. This constitutes a further stylistic difference between written and spoken Kurdish, the latter showing a greater percentage of Arabic loan words.

D. Exercises

1. Substitution Drill:

Model:                    čwar penj govar dərʔəče ləm šarə.

du sé

penj šés

šes həwt

həwt həšt

həšt nó

čwardə paŋzə

bis[t] sí

si číl

səi sɛiupənja

2. Substitution Drill:

a. Model:                    (mín) ʔímro řožnamèyek-i žínim kīři.

(tó)

(ʔéw)

(ʔemé)

(ʔewé)

(ʔéwan)

bīradérekəm

kurdekán

mamwəstakét

hérdukyan

širwán

- b. Change the model sentence to the present and then use it with the list of words given in "a" above:

Example:                    ʔímro řožnamèyek-i žín ʔekĩřīm.

3. Substitution Drill:

Model:                    yéke ləwanè ʔəwəbu mamwestayàn-i kúrd  
                             koŋgréyek ʔegrĩn

qutabí

génj

pyáw

žín

xwendəwár

tegəyštú

pyawčák

muhəndisəké

jeridečí

nusér

4. Substitution Drill:

Model:                    ʔəmè seyəm koŋgréye ke ləm babətəwə ʔəgire.

yék

dú

čwár

pénj

dé

dwanžé

panžé

bistupénj

čilu čwár

5. Substitution Drill:

Model:            ʔəwə-i ʔaškīráye, mamwestayàn-i kúrd  
                    ʔəbe tébikošīn bo xīzmət-i gələkéyan.

ʔemə

ʔéwan

ʔéw

tó

xəlīq

həmúman

həryəké

pyáw

nusərán

daništwan-i ʔémwīlatè

6. Substitution Drill:

Model:            lə həmí jihan[d]a hère mamwestayáne be  
                    zori xīzmət-i gələkéyan ʔəkən.

wīlātek

jegáyek

ʔiráq

ʔəməriká

konʔó

šár

dīnyá

7. Word Formation Drill:

Model:

1

2

3

wīlát      lém wīlatè      lém wīlatanèda  
 šár  
 máll  
 čayxanó  
 jegá  
 jaddé  
 nīzík  
 dérs  
 šáx  
 jəridé  
 báx  
 šəqám

8. Substitution Drill:

Model:

čəŋ mamwəsta ləm šarəwə hawbəšl ʔəken lém  
 koŋgrəyə?

wīlát

məktəb

komár

jegá

qutabxanó

kulliyó

jamisó

9. Word Formation: The Infinitive.

Remove the infinitive suffix from the following infinitives, and give the *ʔéw* and *ʔéwan* forms.

Example:	xwardín	'to eat'	-	xwárdi	'he ate';
		xwárdyan			'they ate'
	hatín	'to come'	-	hat	'he came';
		hátín			'they came'
	nustín				'to sleep'
	hatín				'to come'
	zanín				'to know, come to know'
	xwendín				'to read, to study'
	wítín				'to say'
	daništín				'to sit down'
	məle kirdín				'to swim'
	geřanewé				'to return'
	kĩřín				'to buy'
	čún				'to go'

10. Word Formation: The Present Perfect Verbal Phrase.

- a. Add to the past stems of the following transitive verbs the suffix *-úmə*.

Example:           bistín   'to hear' - bistúmə   'I have heard'

zanín  
xwardín  
xwendín  
nusín  
kirdín  
wítín  
girtín

froštín

binín

twanín

- b. Substitution Drill: Vary the present perfect forms of the verbs in "a" above for all the pronouns.

Example: xwardúte, zanyúte, etc.;  
xwardwéti, zaníweti, etc.;  
xwardúmane, zaníwmane, etc.;  
xwardútane, zaníwtane, etc.;  
xwardúyane, zaníwyane, etc.

11. Substitution Drill:

- a. Model: wəku bistúme hér məktəbek nwenérek ʔənere[t].

zanín

xwendín

nusín

witín

binín

- b. Use the above sentence with all the other personal pronouns.

Example: wəku bistúte, hér məktəbek nwenérek ʔənere[t].

12. Substitution Drill:

Model: čəŋ govàr-i kurdî dérʔəče lém wīlatè.

řožnamé

jəridé

kĩtéb  
məjəllé  
məjəlléw govár  
rožnaméw jəridé  
gováru kĩtéb

13. Substitution Drill:

Model: zór kèsiš ləwan bán kīrawīn.

xīzmét

bás

fér

bīláw

dér

xərík

14. Substitution Drill:

Model: kəwata ʔəwwèl řož híč gīftugo nákre.

qīsé

bás

ʔíš

dīrúst

čák

səyrán

15. Substitution Drill:

- a. Repeat the following sentence with all persons and numbers:

biřwa nákem.

- b. Then repeat it in the past:

bīřwám kīrd.

16. Substitution Drill:

- a. Model: wəku ʔezani ʔémkongreyə čəŋ řož dəwám ʔəka?

ʔíř

ʔimtíhán

dórs

bás

gúl

řegá

fósil

sərmá

gərmá

kobunəwé

- b. Answer the questions formed in "a".

17. Substitution Drill:

Model: čəŋ pīrsyárekīm həyə ləbarey zīman-i kurdéwə.

ʔɪŋlizi

řusí  
 ʔələmaní  
 ʔeraní  
 ʔərməní  
 turkí  
 fərensí  
 hīndí  
 činí

18. Substitution Drill: Change the following sentence for all the pronouns.

a. hézīm ʔəkīrd bīmtwanyaye bīčīm.

Example: hézīt ʔəkīrd bīttwanyaye bīči.

b. Repeat the same drill, using each of the following in place of bīmtwanyaye.

Example: hézīm ʔəkīrd bīmzwanyaye. 'I wish I had known it'.

bīmzwanyaye  
 bīmkīrdaye  
 bīmbinyaye  
 bīmgīrtaye  
 bīmpīrsyaye.

19. Substitution Drill:

a. Change the underlined portion of the sentence to agree with the pronouns listed below:

(mín) čáwīm peyan kəwtuwə.  
 (tó)

(ʔéw)  
(ʔemé)  
(ʔewé)  
(ʔéwan)

- b. Change the underlined portion of the sentence to agree with the pronouns.

(ʔéwan) čáwim peyan kəwtuwə.

(tó)  
(ʔéw)  
(ʔemé)  
(ʔewé)  
(ʔəwán)

20. Substitution Drill: Change the model sentence to agree with the expressions in parentheses.

Model: (lə tó) bà məsna-i čəŋ wišéyekit lé bīpīrsim.  
'Let me ask you the meaning of a few words.'

(ləw)  
(lə ʔewé)  
(léwan)  
(ləw kuřanè)  
(lém kuřè)  
(lém pyawanè)  
(lə həmútan)  
(lə həmúyan)

## 21. Substitution Drill:

ʕəger mana-i wišeyékim wist lét ʔəpīrsim.

létan

léyan

léy

lém

léw

léman

léwan

lə kuřekán

lə bīradərekém

lə mamwestakánim

léw kiččə

lém kuřə

## 22. COMPOSITION

Today, I and my friend have decided to go visit my uncle. He lives in a place only 20 miles away from this city.

I believe it will not rain tomorrow, and because my friend has a new car, we are going to drive there. I imagine we will spend the time there until 6 o'clock in the evening because my uncle wants us to be there until we have dinner in one of the restaurants.

I hope we will have a pleasant time there.

## Vocabulary:

baran ʔəbare[t]

'it rains'

A. Basic Sentences

dərs-i dwanzé

Twelfth Lesson

wirdəbás

Chatting

mərhəba

hello

dwéne

yesterday

lə dwénewə

since yesterday

ʔəwè lə kwé buy[t]

Hey! Where were you?

- a. 1. mərhəbá; ʔəwə lə dwénewə lə  
kwé buy?

Hello! Where have you been  
since yesterday?

mərhəba sər čáw

hello (in response)

gəřáməwə (gəřanəwé)

I returned, went/came  
back

gəřáməwə bo ʔuteleké

I returned to the hotel

dwaí gəřáməwə bo ʔuteleké

then I returned to the  
hotel

dwéne tózek čùm bo bazar

I went to the market

for a while yesterday

- b. 2. mərhəba sər čáw. dwéne  
tózek čùm bo bazar; dwaí  
gəřáməwə bo ʔutelekè.

Hello! I went to the  
market for a while yes-  
terday, and then returned  
to the hotel.

déřəwə

outside

3. ʔey čón nèhatite derewe.

Well then, how is it  
that you did not come  
out?

tá

fever

tám hebu

I had a fever

tášim hebu

I also had a fever

sér

head

ʔeyəšá (yəšan)

it was hurting,  
aching

sérim ʔeyəša

my head was aching

taqét

energy

be taqét

sluggish

be taqétbum

I was sluggish

be taqétbumu sérim ʔeyəša

I was sluggish and  
had a headache

řástit ʔewe

you want the truth;  
to tell you the truth

4. řástit ʔewe tózek be taqét  
bumu sérim ʔeyəša; wábzanim  
tášim hebu.

To tell you the truth  
I was feeling a bit  
sluggish and my head  
was aching; I believe  
I had a fever too.

duktór (variant: duxtór)

physician, doctor

5. ʔèy néčuy bo duktór?

Well, didn't you go to a doctor?

ʔimro zór bašim

I am very well today

ʔisrahétim kird

I rested

héb

pill, tablet

žán

pain

žanəsér

headache

hèb-i žanəsér

headache pills

yekdú hèb-i žanəsérim

I took one or two headache

xwardu ʔisrahétim kird

pills and rested.

be pèwistim nézani bičim

I did not think it was neces-

bo duktór

sary to go to the doctor.

6. néʔ. be pèwistim nézani  
bičim bo duktór. ténha yekdú  
hèb-i žanəsérim xwardu  
ʔisrahétim kird. ʔimro zór  
bašim.

No. I didn't think it was neces-  
sary to see a doctor. I only took  
one or two headache pills and  
rested. I am very well today.

sérim ʔəiayt [ʔedayt]

I was visiting you.

sérim ʔəiayt lə ʔuteleké

I was visiting you at the  
hotel

ʔəgina dwene hér sérĩm ʔəĩayt lə ʔuteleké	Otherwise I would certainly have visited you at the hotel
nəxóš	sick
nəxóžbuy[t]	you were sick
némzani	I didn't know, didn't find out
némzani nəxòšbuy[t]	I didn't know you were sick
7. némzani nəxòžbuy. ʔəginá dwene hér sérĩm ʔəĩay lə ʔuteleké.	I didn't know you were sick. Otherwise I would certainly have visited you yesterday at the hotel
8. səlaméibi.	Thank you.
duktórek ʔenasĩm (nasín)	I know a doctor.
ʔəčine láy	we go and see him
ʔəgèr ʔezaní hər be taqéti ʔəčine láy.	if you think you are still indisposed, we'll go and see him
9. ʔəgèr ʔezani ʔímroš hər be taqéti, duktórek ʔenasĩm ʔəčine láy.	If you think you are still indisposed today, I know a doctor that we can go and see.
pewístbum be ʔisrahèt.	I needed rest.
supásĩdekəm [supásit ʔəkəm]	I thank you.

10. supásidekəm. ʔimro zór bašim. wábzanim dwéne her hilákbumu pèwistbum bə ʔisrahét.	Thank you. I am quite well today. I believe I was only tired yesterday and needed rest.
--	---

řadyó

radio

gwét le řadyòbu?

Did you listen to the radio?

11. ʔimro gwét le řadyòbu?

Did you hear the news today?

12. bélé.

Yes.

ʔəče[t] bo fərensé

he goes to France

sərék

head; director

sərekjəmhuriyét

president

sərek jəmhuriyèt-i ʔəmeriká

the President of America

səretá

beginning

səretà-i maṇəkè-itír

the beginning of next  
month

le səretà-i maṇəkè-itír

at the beginning of  
next month.

le səretà-i maṇəkè-itír

At the beginning of next  
month, the U.S. President  
will go to France.

sərek jəmhuriyèt-i ʔəmeriká

ʔəče bo fərensə

bístim (bistín)

I heard

13.	bìstĩm ke le seretà-i maṇekè- itĩr serek jemhuriyet-i ʔemeriká ʔeče bo ferensè.	I heard that at the beginning of next month, the U. S. President will go to France.
	yáxwa (with foll. subj.)	I hope (formula)
	yàxwa řástbe	I hope it is true
	šītèk-i wá	something like this
	šītèk-i wám bìst	I heard something like this
14.	bé <u>le</u> šītèk-i wám bíst, yàxwa řástbe.	Yes, I have heard something of this sort; I hope it is true.
	bĩřwá	confidence, trust
	lew bĩřwayédam	I am of the opinion
	serekwezirán	prime minister
	serekwezirán-i wĩlategewrəkán	The prime ministers of the great countries (great powers)
	kél <u>k</u>	benefit
	bə kél <u>k</u>	beneficial
	bə kél <u>k</u> e	it is beneficial
	šītek-i zór bə kél <u>k</u> e.	It is something very beneficial.

kobunəwə-i serek wəzirən-i  
wīlatəgəwrekán šitek-i  
zór bə kəlke.

the meeting of the prime  
ministers of the great  
powers is something quite  
beneficial

15. mīn ləw bīrwayédam kobunəwə-i  
serek wəziran-i wīlate  
gəwrekán šitek-i zór bə kəlke.

I am of the opinion that  
meetings of the prime  
ministers of the great  
powers are very beneficial.

bīžin (žían)

that they live

ʔaští

peace

bə ʔaští

in peace

bə ʔaští pékəwə bīžin

that they live together in  
peace

jihán

world

gól (gelán)

people, nation (peoples)

gelàn-i jihán

the nations of the world

boʔəwəy gelàn-i jihán

In order that the nations of

bə ʔaští pékəwə bīžin.

the world live together in  
peace

řegá

way

bīdoznəwə (dozinəwé)

that they find

ləgəl yəktír

with each other

čúnke ʔetwanĭn ġiftuġó  
bken ləġəl yektĭr

because they can have  
discussions with each  
other

16. řáste, ;cúnke ʔetwanĭn  
ġiftuġó bken ləġəl yektĭru  
řegá bĭdoznəwə bəʔəwəy  
ġəlàn-i ĵihán bə ʔaštĭ  
pékəwə bĭžin.

That is right, because they  
can talk things over with  
each other and find a way  
for the nations of the world  
to live together in peace.

ləġəl ʔəwéda

in addition to this

ləġəl ʔəwéšda

in addition to this also

yarmətĭ yektĭr bĭen [bĭden]

that they help each other

[té] bĭġen (ġəyštĭn)

that they understand

báš leyektĭr bĭġen

that they understand each  
other well

17. ləġəl ʔəwéšda ʔetwanĭn  
yarmətĭ yektĭr bĭenu báš le  
yektĭr bĭġen.

In addition to that, they  
will be able to help each  
other and understand each  
other better.

hərčónək be[t]

at my rate, in any case

kəlki həyə

it has some advantage,  
benefit

kəlġk-i taybetĭ- həyə

it has a special advantage

sərək-i ʔəmerikĭ

the American President.

herčónekbe[t] ʔémkobunəwəyè	Anyhow, this conference
kəlk-i taybetí- həyə bo	has a special advantage
sərək-i ʔəmerikí	for the American president.
karubár	situation, condition
karubar-i jihán	the world situation
lə karubar-i jihán	that he become familiar with
šarəzábe	the world situation

- |                              |                               |
|------------------------------|-------------------------------|
| 18. herčónekbe ʔémkobunəwəyè | At any rate, this meeting has |
| kəlk-i taybetí- həyə bo      | a special advantage for the   |
| sərək-i ʔəmerikí, čunke      | American president, because   |
| ʔəw tazəyew pəwíste baštír   | he is new and has to become   |
| lə karubar-i jihán šarəzàbe. | more familiar with the world  |
|                              | situation.                    |

řázekəy [řast ʔəkəyt]	you are right
sərək-i jəmhuriyét	president
búwə bə sərək-i jəmhurihét	he has become president
tazé buwə bə sərək-i	he has just become president
jəmhuriyét	
ʔəw tazé buwə bə sərək-i	He has recently become
jəmhuriyét.	president.

- |                               |                            |
|-------------------------------|----------------------------|
| 19. řázekəy, ʔəw tazé buwə bə | You are right, he has just |
| sərək-i jəmhuriyét.           | become president.          |

pešú	former
sərək-i pešú	the previous president
<u>hízib</u>	party
jəmhurí	republican
<u>hìzb</u> -i jəmhurí	The Republican Party
20. wábzanīm sərək-i pešú lə <u>hìzb</u> -i jəmhuríbu.	I believe the former president was from the Republican Party.
dimuqratí	democratic
<u>hìzb</u> -i dimuqratí	The Democratic Party
lə <u>hìzb</u> -i dimuqratíyè	He is from the Democratic Party
21. bə <u>l</u> e, bè <u>l</u> am ʔém lə <u>hìzb</u> -i dimuqratíyè.	Yes, but this one is from the Democratic Party.
kə <u>l</u> kbéxš	beneficial
ʔumédīm həyè ʔémkobunəwəyè kə <u>l</u> kbéxšbe	I hope that this confer- ence is going to be useful.
22. hərčónekbe, ʔumédīm həyè ʔémkobunəwəyè kə <u>l</u> kbéxšbe.	In any event, I hope that this meeting will be ad- vantageous.

## Sentence Resumé - Kurdish

1. mērhēbā; ʔəwə lə dwēnewə lə kwé buy?
2. mērhēba sēr čāw. dwēne tōzek čūm bo bazar; dwaí gēřāmewə bo ʔuteləkē.
3. ʔəy čōn nēhatitə dērəwə.
4. řástit ʔəwə tōzek be taqét buma sérīm ʔeyəša; wábzanīm tášim həbu.
5. ʔəy néčuy bo duktór?
6. néʔ. bə pēwistīm nézani bīčīm bo duktór. ténha yekdú hēb-i žanəsérīm xwardu ʔisrahétīm kird. ʔimro zór bašim.
7. némzani nexòšbuy. ʔeginá dwene hér sérīm ʔəiay lə ʔuteləké.
8. səlaméibi.
9. ʔəgēr ʔəzani ʔimroš hər be taqéti, duktórek ʔenasīm ʔəčine láy.
10. supásidəkəm. ʔimro zór bašim. wábzanīm dwēne hər hilákbumu pēwistbum bə ʔisrahét.
11. ʔimro gwét lə radyòbu?
12. bóle.
13. bīstīm kə lə sērətà-i maṇəkè-itīr serek jəmhuriyət-i ʔəmeriká ʔəče bo fərənsè.
14. bóle šitek-i wām bīst, yaxwa řástbe.
15. mīn ləw bīrwayédam kobunəwə-i serek wəziran-i wīlatə gəwrəkán šitek-i zór bə kəlke.

16. řáste, čúnke ʔetwanin giftugó bken ləgəl yəktíru řegá  
bīdoznəwə bəʔəwəy gələn-i jihán bə ʔaští pəkəwə bīžin.
17. ləgəl ʔəwéšda ʔetwanin yarmətì yəktír bīənu báš lə  
yəktír bīgən.
18. herčónəkbe ʔəmkobunəwəyə kəl̥k-i taybetí- həyə bo sərək-i  
ʔəmerikí, čúnke ʔəw tazéyəw pewíste baštír lə karubar-i  
jihán šarəzàbe.
19. řázəkəy, ʔəw tazé buwə bə sərək-i jəmhuriyət.
20. wábzanīm sərək-i pešú lə hīzb-i jəmhuríbu.
21. bə́le, bə́lam ʔəm lə hīzb-i dimuqratíyə.
22. hərčónəkbe, ʔumédīm həyə ʔəmkobunəwəyə kəl̥kbəxšbe.

## Sentence Resumé - English

1. Hello! Where have you been since yesterday?
2. Hello! I went to the market for a while yesterday, and then I returned to the hotel.
3. Well then, how is it that you did not come out?
4. To tell you the truth I was feeling a bit sluggish and my head was aching; I believe I had a fever too.
5. Well, didn't you go to a doctor?
6. No. I didn't think it was necessary to see a doctor. I only took one or two headache pills and rested. I am very well today.
7. I didn't know you were sick. Otherwise I would certainly have visited you at the hotel yesterday.
8. Thank you.
9. If you think you are still indisposed today, I know a doctor that we can go and see.
10. Thank you. I am quite well today. I believe I was only tired yesterday and needed rest.
11. Did you hear the news today?
12. Yes.
13. I heard that at the beginning of next month, the U.S. President will go to France.
14. Yes, I have heard something of this sort; I hope it is true.
15. I am of the opinion that meetings of the prime minis-

ters of the great powers are very beneficial.

16. That is right, because they can talk things over with each other and find a way for the nations of the world to live together in peace.
17. In addition to that, they will be able to help each other and understand each other better.
18. At any rate, this meeting has a special advantage for the American president, because he is new and has to know the world situation better.
19. You are right, he has just become president.
20. I believe the former president was from the Republican Party.
21. Yes, but this one is from the Democratic Party.
22. In any event, I hope that this meeting will be advantageous.

B. Additional Vocabulary

Phrases

pére

the day before yesterday

bə həmúman

one and all of us

ʔémseferè

this journey; this trip

síyasekán

the politicians

ʔíšit bə ʔəkəm

I work for you

ʔíšit pə ʔəkəm

I put you to work

C. Notes.

1. Verb Conjugation: Imperfect Tense

a. The imperfect tense is based on the past stem. It differs from the preterite tense in that it has the aspect prefix ʔə-; in intransitive verbs this is the only difference between the two tenses:

hátĩm	'I came' (preterite)
ʔəhátĩm	'I was coming' (imperfect)

Transitive verbs show a second difference: in the imperfect the pronominal suffix--that is, the subject inflection--is inserted before the stem:

kĩrdĩm	'I made' (preterite)
ʔémkĩrd	'I was making' (imperfect)
hézĩm ʔekĩrd	'I was wanting' (to do something)

Complete paradigms follow:

	<u>Transitive:</u>	<u>Intransitive:</u>
mĩn	ʔémkĩrd	ʔəhátĩm
to	ʔétkĩrd	ʔəhátit
ʔəw	ʔéykĩrd	ʔəhát
ʔemé	ʔemánkĩrd	ʔəhátin
ʔewé	ʔetánkĩrd	ʔəhátin
ʔewán	ʔeyánkĩrd	ʔəhátin

b. The imperfect tense is negated by né-. It is prefixed to intransitives without change:

ʔəhát	'he was coming'
néʔəhat	'he wasn't coming'

With transitives, né- receives the inflectional suffix:

némtwani

'I was able to'

némwetwani

'I wasn't able to'

Note that wetwanim 'I can' is a transitive verb in Kurdish.

c. The function of the aspect prefix ?ə- is to add to the verb the meaning of an uncompleted action or activity. Thus, the preterite denotes a single completed action, translatable by the English simple past, as ču 'he went' (on a particular occasion). The imperfect, on the other hand, denotes (1) an action in progress in the past, as ?əču 'he was going'; (2) a habitually repeated action in the past, as 'he used to go; he would go; he went' (every Friday); and (3) after ?əginá 'otherwise' the imperfect is used to denote the result of an implied contrary-to-fact condition, as in bázbu hati legélma, ?əginá némwetwani bikřim. 'It's good you came with me, otherwise I couldn't have bought it.' ?əginá né?əču 'otherwise he wouldn't have gone.'

## 2. Past Subjunctive. (Ref. pp. 158-162).

We have seen many instances of the present subjunctive (see ref. above). The past tenses also have subjunctive forms:

hèzīm ?ekird bīmtwanyaye  
bīčīm.

'I wish I could go.'

řeghoye helpeřkés kīrabe.

'Perhaps there were dances too.'

a. bīmtwanyaye is preterite subjunctive, based on the past stem and characterized by the subjunctive prefix bī- and the subjunctive suffix -aye: bī-m-twani-aye. Since the verb is transitive, the inflection is in terms of the pronominal suffixes. Intransitive verbs are exemplified by bīhatmaye, bīhatitaye, etc.

b. The passive verb kīrabe is perfect subjunctive. This form can be said to be formed from the past stem plus the subjunctive of būn 'to be'; this applies to both transitive and intransitive verbs, as

xwárdībīm

'that I might have eaten'

háti**ĩ**m

'that I might have come'<sup>1</sup>

c. Uses. For the most part, the past subjunctives are required by certain expressions as *řéŋhəyə*, *bélku* 'perhaps', *ʔəger*, *ʔəbe*, etc. The absence of any of these implies 'if'. In general, the preterite subjunctive is used for condition contrary to fact, with the imperfect in the result clause; and the perfect subjunctive is used for probability:

*ʔəger xənjerəkétman*  
*nédaytayəwə, čít ʔəkĩrd?*

'If we hadn't given you back  
your dagger, what would you  
have done?'

*ʔəbe řoyštĩbe.*

'He must have gone away.'

### 3. Adjectival and Adverbial Expressions.

The prepositions *bə* 'with' and *be* 'without' frequently form phrases which are used as adjectives or adverbs, as

*bə kélk*

'with benefit' = 'useful'

*be kélk*

'useless'

*bə taqét*

'without energy' = 'sluggish'

*bə quwét*

'with strength' = 'strong'

*be quwét*

'weak'

As adverbs, the prepositions may receive the suffix *-əwə*:

*bə ʔasaní*

'with ease' = 'easily'

*bə sardíəwə*

'with coldness' = 'coldly'

---

<sup>1</sup>There is also a past perfect subjunctive, not represented in these lessons, which shows different formations for transitives and intransitives:

*bĩmxwárdĩbwayə*

'that I should have eaten'

*háti**ĩ**umaye*

'that I should have come'

### D. Exercises

1. Substitution Drill:

Model:                ʔəwə lə dwènəwə lə kwé buy?

səˈrɑt dɛ

səˈat ɕwáruɕarək

səˈat ʃéʃu nǐw

père

bəyaní

niwəřó

newaré

šəwé

pár

dwénə

## 2. Substitution Drill:

Model: (mín) dwène tòzek čúm bo bazar, dwaí

geřamewə bo ʔuteləkə

(tó)

( ?ÉW )

( ? emé )

( ? ewá )

(ʔáwan)

(pyawəkə)

(hə'mú'man)

(həmutan)

( ʔámkuřə )

(mìnu tó)

(tow ʔéwan)

(mǐn)

3. Substitution Drill:

- a. Substitute the forms listed below for the underlined portion of the following sentence:

Model:                    néhatite dərəwə.

néhatmə

néhate

néhatine

néhatnə

néhatnə

- b. Vary the sentence in (a) above with the following pronouns and nouns:

Model:                    (tó) néhatite dərəwə.

(mǐn)

(tó)

(ʔəw)

(ʔemé)

(ʔewé)

(ʔéwan)

(barán)

(guzidó)

(mǐnu tó)

(híčman)

(híčtan)

- c. Substitute the forms given below for the verb and then change the new sentences for the various personal pronouns.

Model:                    néhatitə dərəwə.

čuyt

řóyštit

Example:                néčuytə dərəwə, néčumə dərəwə, etc.

4. Substitution Drill:

Model:                    (mín) tòzek be taqé**tbu**mú sér**ĩm** ʔəyəša.

(tó)

(ʔéw)

(mĩnu tó)

(tow ʔéw)

(kuřəkém)

(pyawəkántan)

(žĩnekányan)

(mĩna**l**eké)

(bĩrakém)

(dáykĩm)

(həmúman)

(mín)

5. Substitution Drill:

Model:                    bə pèwistĩm nézani bĩčĩm bo duktór.

sérĩt lè bĩdəm

séri lè bĩdəm

séryan lè bîdem  
 sértan lè bîdem  
 ʔémdərse bîxwenîm  
 lére dānîšîm  
 qîsét ləgəl bîkəm  
 qîséy ləgəl bîkəm  
 qîsétan ləgəl bîkəm  
 qîséyan ləgəl bîkəm  
 ʔíšît pe bîkəm  
 ʔíši pe bîkəm  
 ʔíštan pe bîkəm  
 ʔíšyan pe bîkəm  
 ʔíšît bo bîkəm  
 ʔíši bo bîkəm  
 ʔíštan bo bîkəm  
 ʔíšyan bo bîkəm

## 6. Substitution Drill:

Model: (mî́n) némzani nəxòžbuy, ʔəginá dwene hér  
 sérîm ʔəïay.

(ʔéw)

(ʔemé)

(ʔéwan)

(bîrakém)

(šîrwán)

(bàwkîmu dáykîm)

(mînu ʔéw)

(híčman)  
(híčyan)  
(kés)  
(serekwəzirán)

7. Substitution Drill:

Model:                   ʔəgèr ʔəzani hər be taqéti, duktórek  
                            ʔenasim ʔəčine láy

be taqéte  
tát həyə  
táy həyə  
sérīt ʔəyəše  
séři ʔəyəše  
čak nít  
čak nfyə  
baš nít  
baš nfyə

8. Substitution Drill:

a. Model:                   (to) ʔímro gwét lə radyobu?

(mĩn)  
(jəmál)  
(kərím)  
(dáykim)  
(ʔemó)  
(ʔewé)  
(ʔéwan)

(tó)

- b. Using the model sentence in (a) above, change řadyó to the words listed above.

Example:

ʔímro gwét le m̀mbu?	'Did you hear me today?'
ʔímro gwét le jemàlbu?	'Did you hear Jamal today?'

### 9. Substitution Drill:

Model:

bîstîm kê lê sêretà-i	
<u>mañekè-itîr</u>	serek-i
jemhuriyet-i	
?ameriká	
?eçe bo fêrensê.	

sál

# hawin

bəhár

payiz

zǐstán

## hæftó

10. Substitution Drill:

Model: (mín) šitèk-i wám bíst.

(tó)

( १३४ )

( ? emá )

( ?ewá )

( ?éwan )

(xóm)

(həmúman)  
 (ʔəmu ʔów)  
 (ʔəmanó)  
 (ʔəwanó)  
 (ʔəwan-itíir)

11. Substitution Drill:

a. Model: yàxwa řástbe

báš

čák

wá

ʔów

təwáw

bəkólk

zəhmét

ʔaškírá

b. Repeat the above drill in the negative:

Example: yàxwa řastnébe

12. Substitution Drill:

Model: (ʔéwan) ʔətwanín řega bídoznəwə boʔəwəy  
 gəlán-i jihán bə ʔaští pékəwə  
 bížin.

(mín)

(tó)

(sərək-i ʔəməríkí)

(bə həməman)

(bətənha tó)

þémsəfərə

7émmusiné

þémsærdanè

15. Substitution Drill; Change the sentence to agree with the pronouns and nouns given in the list:

Model: (ʔéw) pewiste baštír le karubâr-i jihân  
šarəzábə

(mín)

(tó)

( १३४ )

( ? emá )

( ?ewá )

( ?éwan )

(sərək-i jəmhuriyət-i ʔəmeriká)

(siyasekán)

(qutabyán)

16. Use the sentence below with all the personal pronouns:

Model:                ʔəw tazé buwə bə sərək-i jəmhuriyét.

17. Answer the following questions:

1. čěj hizīb həyə lə ʔəmərīka?
2. naw-i ʔəmhizbanə čín?
3. sərək-i jəmhurıyət-i ʔəmərīkà lə číhizbekə?
4. bočí ʔəmkobunəwəyə kəlk-i həyə bo sərək-i ʔəmərīkì?
5. sərək-i peşu lə číhizbebu?

## 18. COMPOSITION

1. This morning I had a fever, but I took some aspirins and now I don't have any.

\* \* \*

- 2a. Say, where have you been?! I have been waiting for you since morning.

- 2b. Well, I had something to do (viš) at the hotel, but I didn't think it necessary to phone you.

\* \* \*

- 3a. It appears that you are a bit sluggish today.

- 3b. Yes, I have a headache. My eye was hurting and I went to the doctor, but he said I only needed to rest. Otherwise I would certainly have gone to school today.

\* \* \*

- 4a. Have you heard the news? The Iraqi Prime Minister is going to visit King Hussein in Amman the first of the year. They want to talk things over and find a way to live together in peace.

- 4b. That should be a useful meeting.

- 4c. He has just become prime minister and must know the world situation better.

\* \* \*

## Lesson XIII

### A. Basic Sentences

dərs-i syaŋzəhém

Thirteenth Lesson

jəžn-i čwardə-i təmmúz

The 14th of July Festival

fúdból

football, i.e., soccer,  
not to be confused with  
American football

sa<sub>h</sub>é

yard, ground

sa<sub>h</sub>ə-i fúdból

football field

bérəw

towards

bérəw sa<sub>h</sub>ə-i fúdból

they are going towards the  
football field

ʔəčín

xəl<sub>i</sub>k = xəl<sub>q</sub>

people

homí xəl<sub>i</sub>k

all the people

homí xəl<sub>i</sub>k bérəw sa<sub>h</sub>ə-i  
fúdból ʔəčín.

All the people are going  
towards the football field.

čí həyə

what is there?

ʔimřo čí həyə?

What's going on today?

1. ʔimřo čí həyə ʔém həmu      What is going on today to make  
xəlke bérəw saħə-i      all these people go towards  
fudbóľ ʔecĭn.      the football field?
- təmmíz      July
- čwardə-i təmmíz      the 14th of July
- šorĭš      revolution
- šorĭš-i čwardé-i təmmíz      the July 14th revolution
- piróz      blessed
- šorĭš-i čwardə-i      the blessed July 14th  
təmmúz-i piróz      Revolution
- yád      memory, commemoration
- yàd-i se salé      third anniversary
2. ʔimro yàd-i se salə-i      Today is the third anniver-  
šorĭš-i čwardé-i      sary of the July 14th Re-  
təmmuz-i piróze.      volution.
- bĭzanin čí həyə      that we learn what there  
is, what is going on
- jegà-i kobunəwəké      the meeting place

- |   |  |
|---|--|
| ba ʔeməš bíčín  | Let's go too.  |
| ba ʔeməš bíčín bo jega-i<br>kobunəwəké bízanin čí<br>həyə   | Let's also go to the<br>meeting place to see what<br>is going on.  |
| lə bířim čubowə (lə<br>bir čun)   | I had forgotten it.  |
| mín hər lə bířim<br>čubowə.   | I had completely forgotten<br>it.  |
| ʔímro čwardə-i təmmúze.   | Today is July the 14th.  |
| 3. řázəkey, ʔímro čwardə-i<br>təmmúze. mín hər lə<br>bířim čubowə. ba ʔeməš<br>bíčín bo jega-i kobunə-<br>wəké bízanin čí həyə. | That is right, today is the<br>14th of July. I had for-<br>gotten it completely. Let's<br>also go to the meeting place<br>to see what is going on. |
| 4. fərmu bá bčín.   | Very well, let's go.   |
| kírá  | it was made, done  |
| čí kúra?  | what was done?   |
| bírte čì kúra?  | Do you remember what was<br>done?  |
| pár   | last year  |
| 5. to pár ləřəbuyt, bírte   | You were here last year, do  |

či kīra?

you remember what took  
place?

dábīmēzrenīn (da  
mēzrandīn)

that they establish

twanīyan (fol. by subj.)

they were able to

twanīyan ʔēmkomarē

they were able to establish

dábīmēzrenīn

this republic

qārēmananē

like heroes, heroically

supá

army

gēlu supá

the people and the army

gēlu supá twanīyan

The people and the army were

qārēmananē ʔēmkomarē

heroically able to establish

dábīmēzrenīn.

this republic.

bās-i šorīšekēy kīrd.

He spoke about the revolution.

6. wábzanīm, mutəsəřif  
qsəyeki kīrd bas-i šorī-  
šekēy kīrdū čón gēlu  
supa qārēmananē twanīyan  
ʔēmkomarē dábīmēzrenīn.

I believe that the Mutassarif  
gave a speech, discussing the  
revolution and how the people  
and the army were heroically  
able to establish this repub-  
lic.

hič-itīr?

Any thing more?

7. hič-itîr?

Was there anything else?

dunyá

world

gəlàn-i dunyá

the nations of the world

dostayetî

friendship

ʔéyewe (wistî́n)  
(fol. by subjunct.)

he wants

ʔéyewe dostayetî ləgəl

He wants to make friends

hemú gələn-i dunyá

with all the nations of

bîkat.

the world.

hîkumét

government

hîkumèt-i ʔiráq

the government of Iraq

bîrubawér

belief, principle

siyasí

political

birubawèr-i siyasí

political principles

bàs-i birubawèr-i

He spoke about the politi-

siyasí- hîkumèt-i ʔiráqi

cal principles of the

kîrd.

government of Iraq.

8. néʔ. dwaí bàs-i biru-

No. Afterwards he spoke

bawèr-i siyasí-

about the political prin-

hîkumèt-i ʔiráqi kîrd

ciples of the government of

kə čón ʔeyəwe dostayətí	Iraq and how it wants to be
ləgəl həmí gəlan-i	friends with all the nations
dumyá bika.	of the world.
həlpəřké	dancing (n.)
həlpəřké kīrabe	that dances should have
	been performed
9. řəŋhəyə dwaí həlpəřkéš	Perhaps there were dances
kīrabe.	afterwards too.
goranì- xóš	nice songs
witrá (witín)	it was said
goranì- xóš witrà	nice songs were sung
ləgəl ʔəwəš[d]a	in addition to that also
ləgəl ʔəwəšda goranì-	In addition to that, nice
xóš witra	songs were sung too.
həlpəřké kīra tá	there were dances until
ʔeware	evening
lə bəyanéwə	from the morning
10. béle, lə bəyanéwə	Yes, there was dancing from
həlpəřké kīra tá ʔeware.	morning until evening. In
ləgəl ʔəwəša goranì-	addition, there were nice

xóš witra.	songs too.
həlpərkè-i kurdí	Kurdish dancing
həlpərkè-i kurdím la zór xoše.	to me Kurdish dancing is very interesting
nəws	kind
zór nəwsi həyə	it has many kinds
wáteʔəgəm zór nəwsi həyə.	I understand it has many kinds.
11. həlpərkè-i kurdím la zór xoše; wáteʔəgəm zór nəwsi həyə.	In my opinion, Kurdish dancing is very pleasant; I under- stand it has many varieties.
mín hər dú nəwsi ʔəzaním.	I only know of two kinds of it.
həlpəřín	dancing, to dance
zyatír	more (with lə 'than')
lə dé nəws zyatír həlpəřín həyə.	there are more than ten kinds of dances
12. bələ, wəku bistúmə lə dé nəws zyatír	Yes, as I have heard, there are more than ten different

həlpəřin həyə, bəl <sup>u</sup> am	kinds of dances, but I only
mīn həř dú nəwʕi	know two of them.
ʔəzanīm.	
həlpəřin-i lubnaní	Lebanese dancing
lə həlpəřin-i lubnani	they resemble Lebanese
ʔəččin. (lə...čun)	dancing
13. wábzanīm yekdú nəwʕyan	I believe one or two of them
hər lə həlpəřin-i	resemble Lebanese dancing
lubnaní ʔəččin.	very much.
wéku hī xóman wayə	it is just like ours
díwmə (dín = binín)	I have seen it
həlpəřkè-i lubnanim	I have seen Lebanese dancing.
díwə	
14. řáste, həlpəřke-i	That's right. I have seen
lubnanim díwə, həř wəku	Lebanese dancing; it looks
hi xóman wáyə.	just like ours.
gwé biğrə (gwe girtín)	Listen!
mosiqá	music
ʕəskəri	military
mosiqà-i ʕəskəriyə	it is military music

	gwè̃m lə mosiqà-i ʕəskəriyə	I hear military music
15.	gwé bigrə! gwè̃m lə mosiqà-i ʕəskəriyə.	Listen! I hear military music.
	ʔémkobunəwəyè	this meeting
	yét (hatín)	he comes
	lə kerkúkəwə yét	he comes from Kirkuk
	hemú salek lə kerkúkəwə yét bo ʔémkobunəwəyè.	He comes from Kirkuk for this meeting every year.
	bánd	band, music band
	bànd-i mosiqá	music band
	ʔéme band-i mosiqà-i ʕəskəriyə	This is the military band
16.	ʔéme bànd-i mosiqà-i ʕəskəriyə, hemú salek lə kerkúkəwə yét bo ʔémkobunəwəyè.	This is the military band. It comes to this gathering every year from Kirkuk.
	lém kobunəwəyè	in this meeting
	bəšdár ʔəbe[t] (bəšdar bún lə)	he takes part in, parti- cipates

qaʔíd	commander; leader
firqé	division (mil.)
qaʔíd-i firqé	division commander
qaʔíd-i firqé bəšdár ʔəbe[t]	the division commander takes part
17. kəwata qaʔíd-i firqéš bəšdar ʔəbe lém kobunəwəyə.	Then the division commander takes part in this meeting, too.
jéššín	festival, feast, holiday
bə bone-i ʔémjəžnèwə	on the occasion of this festival
witárek ʔəxwenetəwə (xwendnəwə)	he delivers a speech
ʔéwiš witarek ʔəxwenétəwə bə bone-i ʔémjəžnèwə	He also delivers a speech on the occasion of this festival.
hazír	present; ready
hazírbe[t]	that he be present
lazíme (fol. by subj.)	it is necessary

- |  |   |
|--|---|
| <p>lazîmê qaʔîd-i firqê<br/>hazîrbe.</p>   | <p>It is necessary that the<br/>division commander be pres-<br/>ent.</p>  |
| <p>18. béle, lazîmê qaʔîd-i<br/>firqê hazîrbe, çunke<br/>ʔéwiš wîtarek ʔaxwenê-<br/>tewê be bone-i<br/>ʔémjəžnêwê.<br/>ʔəgré[t] (gîrtîn)<br/>čénj kəs ʔəgrê<br/>ʔémsahəgəwɾəyê</p> | <p>Yes, the division Commander<br/>has to be present, because he<br/>also delivers a speech on the<br/>occasion of this festival.<br/><br/>it holds<br/><br/>How many persons does it<br/>hold?<br/><br/>this large field</p> |
| <p>19. ʔémsahəgəwɾəyê čénj kəs<br/>ʔəgre?<br/><br/>bíst həzar<br/>bíst həzar kəs ʔəgre<br/>drúst kîrawê</p>  | <p>How many people does this<br/>big field hold?<br/><br/>20 thousand<br/><br/>it holds 20 thousand persons<br/><br/>it has been made</p>   |
| <p>20. ʔémsahəyê tazé drust<br/>kîrawê. wábzanîm be<br/>ʔasanî bíst həzar kəs<br/>ʔəgre.</p>   | <p>This field was recently con-<br/>structed. I imagine it holds<br/>20,000 people easily.</p>  |

21. hër ʔémsaḥeyè ḥeyə                      Is this the only field in  
lémšarə?    this town?
- yarí ʔəkrè                                      games are (being) played
- yarì- tyá ʔəkre                              games are played in it
- yarì- fudbol-i tyá ʔəkre                      football is played in it
- jàr bə jár                                      occasionally, at times
- jàr bə jár yari-                              occasionally football is  
fudbòl-i tyá ʔəkre                              played in it
22. néʔ, saḥeyek-itír ḥeyə.                      No, there is another one.  
zór pīčùkə jàr bə jár                              It is very small and football  
yarì- fudbòl-i tyá ʔəkre.                              is occasionally played there.
- xerá    quickly
- bířoyṁ (řoyštín)                              that we go, walk
- bà xerá bířoyṁ                              let us go quickly
- dés[t] [bī]kəwe                              that it be obtained
- jegàyek-i báš                                      a good place
- jegàyek-i bášman dəs                              that we get a good place  
kəwe
23. ba xerá bířoyṁ bo ʔəwè-i                      Let's go quickly so we can  
jegàyek-i bášman dəs kəwe.                              find a good place.

## Sentence Resumé - Kurdish

1. ʔimřo čí hēye ʔém hēmu xəlke bérəw sahe-i fudból ʔečîn.
2. ʔimro yād-i se sale-i šoriš-i čwardé-i tēmmuz-i piróze.
3. řázekəy, ʔimro čwardə-i tēmmúze. mîn hēr lə bîrîm čubowə. ba ʔeméš bičîn bo jegà-i kobunəwəké bîzanin čí hēye.
4. férmu bá bčîn.
5. to pâr lerəbuyt, bîrte čî kîra?
6. wábzanîm, mutəsəřîf qsəyeki kîrd bas-i šorišekəy kîrdi čón gelu supa qərəmananə twaniyan ʔémkomarè dábîmèzrenîn.
7. hič-itîr?
8. néʔ. dwaí bàs-i birubawèr-i siyasî- hîkumèt-i ʔiráqi kîrd kə čón ʔeyəwe dostayetî ləgèl hémú gelan-i dunyá bîka.
9. řeñhəye dwaí hēlpəřkéš kîrabe.
10. bēle, lə bəyanéwə hēlpəřké kîra tá ʔewarə. ləgél ʔewəša goranî- xóš wîtra.
11. hēlpəřkè-i kurdim la zór xošə; wáteʔəgəm zór nəwsi hēye.
12. bēle, wəku bistúme lə dé nəwsi zyatiř hēlpəřin hēye, bēlam mîn hēr dú nəwsi ʔezanîm.
13. wábzanîm yekdú nəwsiyan hēr lə hēlpəřin-i lubnanî ʔečîn.

14. řáste, hēlpērke-i lubnanim díwə, hēr wəku hi xóman wáyə.
15. gwé bīgre! gwēm lə mosiqə-i ʔəskəríyə.
16. ʔéme bānd-i mosiqà-i ʔəskəríyə, hēmú sālək lə kerkúkəwə yet bo ʔémkobunəwəyè.
17. kəwata qaʔid-i firqésš bəšdar ʔəbe lém kobunəwəyə.
18. bēle, lazīmə qaʔid-i firqə hazírbe, čunke ʔéwiš witárek ʔəxwenètəwə bə bonə-i ʔémjəžnəwə.
19. ʔémsahəgəwreýə čén kəs ʔəgre?
20. ʔémsahəyè tazé drust kīrawə. wábzanīm bə ʔasanì bíst həzar kəs ʔəgre.
21. hēr ʔémsahəyè həyə lémšarə?
22. néʔ, sahəyək-itír həyə. zór pīčūke jár bə jár yarì-fudbòl-i tyá ʔəkre.
23. ba xerá bīřoyn bo ʔəwə-i jegàyek-i bášman dəs kəwə.

### Sentence Resumé - English

1. What is going on today to make all these people go towards the football field?
2. Today is the third anniversary of the July 14th Revolution.
3. That is right, today is the 14th of July. I had forgotten it completely. Let's also go to the meeting place to see what is going on.
4. Very well, let's go.
5. You were here last year, do you remember what took place?
6. I believe that the Mutassarif gave a speech, discussing the revolution and how the people and the army were heroically able to establish this republic.
7. Was there anything else?
8. No. Afterwards he spoke about the political principles of the government of Iraq and how it wants to be friends with all the nations of the world.
9. Perhaps there were dances afterwards too.
10. Yes, there was dancing from morning until evening. In addition, there were nice songs too.
11. In my opinion, Kurdish dancing is very pleasant; I understand it has many varieties.
12. Yes, as I have heard, there are more than ten different kinds of dances, but I only know two of them.

13. I believe one or two of them resemble Lebanese dancing very much.
14. That's right. I have seen Lebanese dancing; it looks like ours.
15. Listen! I hear military music.
16. This is the military band. It comes to this gathering every year from Kirkuk.
17. Then the division commander takes part in this meeting, too.
18. Yes, the division Commander has to be present, because he also delivers a speech on the occasion of this festival.
19. How many persons does this big field hold?
20. This field was recently constructed. I imagine it holds 20 thousand people easily.
21. Is this the only field in this town?
22. No, there is another one. It is very small and football is occasionally played there.
23. Let's go quickly so we can find a good place.

B. Additional Vocabulary

Nouns

šax-i goyžé	Mt. Goyzha
será	city hall
qaremán (qaremanán)	hero
pašá (pašayán)	king
ništīmaní	national; partriotic
niwešéw	midnight
nəwróz	Nawroz (a traditional Kurdish holiday cele- brated on March 21)
šai	wedding; festivities

Adjectives

pyawané	manfully
kuřané	valiantly
šerané	like a lion
zanayané	expertly
dimuqratyané	democratically
ʔazayané	bravely
tarík	dark, dim (in ref. to daylight)
ʔerbí	Western

Nouns

voliból	volleyball
baskĩdból	basketball

## C. Notes.

### 1. Passive Voice.

Various passive forms of *kĩrdĩn* 'to make' have occurred in these lessons:

<i>drust ʔekret</i>	'it will be built'
<i>pan ʔekre</i>	'it will be widened'
<i>hĩč giftugo nákre?</i>	'Won't there be any discussions?'
<i>par čí kĩa?</i>	'What was done last year?'
<i>tazə drust kĩáwə</i>	'It has been (or: was) built recently.'
<i>bán kĩáwĩn</i>	'They have been invited.'

These illustrate the formation of the passive: the passive stem is formed by suffixing *-r-* to the third person singular of the present tense (for *ʔekát* the stem is *-k-*, giving the passive stem *-kr-*); to this stem is added the vowel *-e-* for the present tense or *-a-* for the past tenses. Thus for *kĩrdĩn*:

<u>Present Tense</u>		<u>Past Tenses</u>	
		Preterite: <i>krá</i>	'it was done'
<i>ʔə-k-r-e-t</i>		Imperfect: <i>ʔakra</i>	'it was being done'
'it will be done'		Pres. Perf.: <i>kráwə</i>	'it has been done'
		Past Perf.: <i>krábu</i>	'it had been done'

The cluster *kr-* can also be written *kĩr-*.

The passive verb can be analyzed as follows:

<u>Verb stem</u>	<u>-r-</u>	<u>e</u>	(present tense)
		<u>a</u>	(past tenses)

Only transitive verbs can be made passive; the inflections of the passive, however, are those of intransitive verbs. In all other respects passive verbs are conjugated in the various

tenses like verbs in the active voice. Illustrative paradigm:

Preterite Passive:	binráṃ	'I was seen'
	binráyt	'you were seen'
	binrá	'he was seen'
	binráym	'we were seen'
	binrán	'you were seen'
	binrán	'they were seen'

Perfect Passive	bán kǐràwĩm	'I have been invited'
	bán kǐrayt	
	bán kǐrawə	
	bán kǐràwin	
	bán kǐràwĩn	
	bán kǐràwĩn	

It was stated above that the passive is built on the third person singular of the present tense. Examples:

'he writes' ʔənuṣé	-	ʔənuṣré; nuṣrá	'it will be written'; 'it was written'
ʔəzané	-	ʔəzanré; zanrá	
ʔətwané	-	ʔətwanré; twanrá	'it can be done'
ʔəkĩré	-	ʔəkĩřré; kĩřrá	
ʔəneré	-	ʔənerré; nerrá	
ʔədát	-	ʔədré; drá	
dá ʔəxa	-	dá ʔəxré; dá xra	
ʔəkátəwə	-	ʔəkrétəwə; kǐráyəwə	

The following have irregular stems:

(1) based on the past stem:

wítí 'he said' - ʔewítre; wítrá

(2) special passive stems:

girtín: -gir- ʔegiré - girá 'it was held'

xwardín: -xur- ʔexuré - xurá 'it was eaten'

xwardnewé: -xur- ʔexuréṭewə - xuráyewə 'it was drunk'

A passive infinitive is formed according to the rules for passive and for infinitive formation:

kírán 'to be made'

binrán 'to be seen'

xurán 'to be eaten'

The passive voice signifies primarily that the subject of the verb is also the recipient of the action of that verb: ʔəbinréy 'you will be seen'. The passive may also have potential meaning, as ʔəṭwanré 'it is possible, it can be done'; ʔənuśré, thus, can mean either 'it is (will be) written' or 'it can be written'. More examples:

hərcékīt pe ʔəlen ʔəzanre. 'Whatever they tell you will (can be) known.'

dərgaké da nəʔəxraw da náxre. 'The door could not and can not be closed.'

ʔəmé nábe bízanre. 'This must not be known (=found out).'

## 2. Negation - Summary

a. The negative adverb is nəʔ 'no'; nəxer, a more emphatic form, is also heard.

For negating words, both nə- and na- are used.

b. For nouns: na- is generally used: ʔuméd 'hope' --

naʔuméd 'hopeless'; načár 'helpless' [čaré 'remedy']. Infinitives, however, take nə-, as bun 'to be'; existence' -- nəbún 'not to be ;non-existence'; nətwanín 'inability, incapacity'.

c. Adjectives: usually nə-, occasionally na-: néxoš 'sick'; nétiž 'dull' (tiž = 'sharp'); but náxoš 'unpleasant'.

d. Verbs: the Present Tense differs from the various past tenses in negation.

Present Tense:	Indicative	náčim	'I don't go'
	Subjunctive	něčim	'if I don't go'
	Imperative	měčo	'don't go'

The verbs bún and həbún are negated by ní-: níyə, etc.

Past tenses: all negation is with né-:

Preterite:	némxward	néhatim
Imperfect:	némʔəxward	néʔəhatim
Pres. Perf.:	némxwarduwə	néhatum
Past Perf.:	némxwardibū	néhatibum

Note that in the present tense, ná- replaces ʔə-, né- replaces bí-, and mě- replaces bí-. In the past tenses, however, nə- replaces bí- (bimxward-némxward) but is added before ʔə- (ʔémxward - némʔəxward).

### 3. la-i mǐn

The noun la means 'side'; however it is frequently used as a preposition with various meanings. A very common usage is in expressions such as la-i...(da) 'at the side of, beside'; bo la-i...(əwə) 'to the place where...is, to...' (like French chez), etc.

A second common usage is la-i...'in the opinion of, in the view of...' as la-i mǐn zór xošə 'In my opinion it's very nice; I think it's very nice.' In həlpərkə-i kurdim la zór xošə 'I

like Kurdish dance very much.' the object -m has been preposed to the first phrase in the clause; preference can be expressed by making the adjective comparative in form:

həlpərkè-i kurdim la (zór) xoštîrə.

'I (much) prefer Kurdish dance.'

#### 4. The suffix -ané

The suffix -ané may be added to nouns and adjectives to form adjectives with the general meaning of 'like, in the manner of', as

pyáw	'man'	-	pyawané	'manly; in a gentlemanly fashion'
qarémán	'hero'	-	qaremanané	'like a hero, heroically'
kuř	'boy, youth'	-	kuřané	'like a boy, young man; with the vigor of youth'
šér	'lion'	-	šerané	'like a lion'

After vowels, the suffix has the form -yané, as

ʔazá	'brave'	ʔazayané	'bravely'
zaná	'learned'	zanayané	'in a scholarly fashion, expertly'

In the word dimuqratyané 'democratically' the i of dimuqratí is replaced by y before -ané.

D. Exercises

1. Substitution Drill;

Model:                   ʔémhəmuxəlkè bəɾəw sahə-i fudból ʔečĩn.

məktəb-i sanəwí

šax-i goyžé

sərcĩnár

sərá

čayxanəké

šar

baxəké

šeqàm-i kawé

kĩtebxanè-i sirwán

màl-i muteseřff

2. Substitution Drill;

Model:                   ʔímro yad-i se salé-i šorĩš-i təmmùz-i  
                            piróze.

dú

čwár

pénj

héwt

dé

dwanzé

panzé

bíst

sí

### 3. Substitution Drill:

a. Model:               ba ?eməš bíčín bo jega-i kobunəwəké bīzanin  
cí həyə.

mín

tó

ΘΩ

emé

ewá

ʔəwən

kuřəkó

kuřəkém

mīnaləkán

žīnəkət

xóman

xóyan

b. Repeat the drill in (a) above, changing the verb to the preterite indicative.

Example:                    ʔeməš čuyn bo jegá-i kobunəwəké b̥izənin  
   čí həye.  
   'We also went to the meeting place to see  
   what was going on.'

#### 4. Substitution Drill:

a. Model:                   mīn lə bīrīm čubowə.

tó

१७१

emá

sərək-i peşú

ʔéwan

balyozeké

hemúman

qaʔid-i firqé

- b. Change the sentence above to the present and then use it with the list of words:

Example: mín her le bířim ʔəčetəwə. "I will certainly forget it!"

5. Substitution Drill:

- a. Model: to bírte či kīra.

mín

ʔéw

ʔemé

ʔewéš

mamwestayàn-i ʔərərb

kīčekém

kuřekéy

nwenərekán

hemútan

serèk-i neqabé

- b. Word Formation:

	Infinitive	Pres. Act.	Pres. Pass.	Pret. Pass.
Model:	<u>kīrdín</u>	<u>ʔəkát</u>	<u>ʔəkrét</u>	<u>kīrá</u>
	'to do'	'he does'	'it will be done'	'it was done'
	xwendín			

nusín  
 zanín  
 froštín  
 binín  
 witín  
 girtín  
 gwe girtín  
 da xīstín  
 kīrdnewé

c. Substitution Drill:

Use the preterite passive of the verbs in (b) above with the model sentence.

Model:                   to bīrte čí kīra?

Example:               to bīrte čí xwenra? 'Do you remember  
what was studied?'

d. Substitution Drill:

Use the present passive of the verbs in (b) above with the following sentence.

Model:                   to ʔezani čí ʔekre?

Example:               to ʔezani čí ʔexwenre? 'Do you know what  
will be studied?'

e. Substitution Drill:

Repeat the sentences in (d) above changing the subject of the verb.

Example:               mīn ʔezanīm čí ʔekre. 'I know what will  
be done.'

6. Substitution Drill;

Model: twaniyan qáremanane ?émkomarè dábĩmæzrenĩn.

pyáw

kúř

šér

zaná

dimuqratí

?azá

7. Substitution Drill;

a. Model: mutəseříf bās-i šorĩšekóy kird.

wīlāt

jəmhuriyət

hīkumət

hīzīb (hīzb-)

qaremán

pašá

kobunəwé

šorĩš

b. Use the sentence above with all the personal pronouns;

Example: mĩn bas-i šorĩšekém kird.

8. Substitution Drill;

Model: řəŋheyə dwaí helpərkéš ḳirabe.

?eware

dwéne  
 pére  
heftè-i pešú  
 le kobunəwəké  
 le málewə  
 le səyranəké

9. Substitution Drill:

Model:                    legel əwəša gorani- xóš witra.

báš  
 čak  
 tazé  
 ništīmaní  
 sərebí

10. Substitution Drill:

Model:                    le bəyanéwə helpəřké kīra tá əware.

śésīr	əware
šəw	bəyaní
niwəřó	śésir
paš niwəřó	taríkbu
sərat yók	sərat šés
sərat čwár	sərat hést
sərat dwanzé	sərat <u>həwt</u>
əware	niwəšəw

11. Substitution Drill:

a. Model:                    həlpərkè-i kurdīm la zór xoše.

ʕərəbí

ʔeraní

hındí

činí

řusí

lubnaní

ʕiraqí

ʔəmərikí

b. Change the model sentence above for all persons and numbers:

Example:                    həlpərkè-i kurdīt la zór xoše.

'In your opinion Kurdish dance is very nice.'

12. Substitution Drill:

Model: wábzanīm yekdú nəwɣyan lə həlpəřin-i lubananí ʔəčĭn.

ʕərəbí

ʔeraní

hındí

ɣərbí

xóman

ʔewé

13. Substitution Drill:

Example:                    ʔəmminalə lə bāwki ʔəče.

'This child looks like his father.'

mĭn tó ʔéw ʔemé ʔewé ʔéwan ʔéwkuřè ʔéwdukĭče.

#### 14. Substitution Drill:

Model:            help~~ə~~r̥kè-i lubnanim díwə, h̐ér woku hi  
xóman wáyé.

newó

ʔéwan

þéman

ʔəmwĩlatə

kurdí

xèlk-i ?ámšərò

wīlatán

ἡρωική

## 15. Word Formation: The Imperfect Tense

Conjugate the following intransitive verbs in the preterite and imperfect tenses.

[illegible]

## Preterite

## Imperfect

**Example:**

čúm

žechúm

čúyt

ʔəčúyt

čú

๑๐๕

čúyn

၇၈၃၆

čún

ʔəčún

hatín

řoyštín

nustín

gořanéwé

dan i štín

čún

16. Substitution Drill:

a. Model: (ʔéw) hāmí salek lə kərkúkəwə yet bo  
ʔémkobunəwəyè.

(tó)  
 (ʔéw)  
 (ʔemó)  
 (ʔewé)  
 (ʔéwan)  
 (həmúman)  
 (həmúyan)  
 (xóm)  
 (xót)  
 (xóy)  
 (serèkwəzirán)

b. Repeat drill (a) above in the imperfect tense.

Example:           həmí salek lə kerkukəwə ʔəhat bo  
                           — — ʔémkobunəwəyè.  
                           'He used to come from Kirkuk to this  
   meeting every year.'

17. Substitution Drill:

Model: ʔéwiš wītarek ʔəxwenétəwə bə bonə-i ʔémjəžnèwə.

jéžin

šorišeké

nəwróz

kobunəké

jəžn-i behár

šoriš-i piróz

daməzrandin-i  
 komār-i siráq

18. Substitution Drill:

Model:                    lazîmê qaʔîd-i fîrqê hazîrbe.

seròk-i ʔemerikí

ʔéw

mîñ

tó

hemíman

hemítan

hemíyan

xóm

xót

kĩčekét

19. Substitution Drill:

Model:                    saheyek-itîr heye, jár be jár yari- fudbòl-i  
                              - tyá ʔekre.

valiból

baskĩdból

kobunewé

yarí

helpeřké

šaí

20. Substitution Drill:

Model:                    (ʔemé) ba xerá bĩřoyn boʔewè-i jegayek-i  
  bášman dèskewè

(ʔewé)

(mǐn)

(tó)

(ʔéw)

(mǐnu ʔéw)

(tòw ʔéwan)

(taqmeké)

## 21. COMPOSITION

I haven't gone out of doors since the day before yesterday. Yesterday I had a fever and also felt quite sluggish. I thought it necessary to go to the market for a while, but when I got back home I had a fever and also a headache. To tell you the truth, I thought I had better see a doctor. But a friend of mine came to visit me, and he told me "You should take some headache pills." I took three or four pills and rested. Today I am very well. If my fever comes back I know a good doctor that I can go and see.



**Part III**

**WRITTEN KURDISH**



## THE KURDISH WRITING SYSTEM

The Kurdish alphabet has twenty-nine letters:

ا ب پ ت ج چ ح خ د ر ز ژ س ش ص ع غ ف  
ق ک گ ل م ن و ه ی

This alphabet is based on the Arabic-Persian writing system, with the following changes: (1) In principle, Kurdish uses only those letters which represent Kurdish consonants or vowels, so that the *ی ث ذ ظ ط* of Arabic are not part of the Kurdish alphabet. They are occasionally used, however, in obvious Arabic loan words, especially proper names, e.g.,

*مصطفی* mîstefá 'Mustafa'. When these letters are used, they have the values *ث* = s; *ذ* = z; and *ط* = t. There is variation from one writer to another as to whether a given loan should be spelled as an Arabic or as a Kurdish word. Thus *ʔislám* 'Islam' is spelled *اسلام* by some and *ئىسلام* by others; *metsém* 'restaurant' may be spelled in any of the following ways: *مطعم*, *متعم* or *مەتعم*. The most recent tendency is to spell out the word in Kurdish style, like the last spelling given for *metsém*. Note that the letter *ج* has, of course, the sound j as in Iraqi Arabic, and *آ* equals *ئا*.

(2) Kurdish has the additional letters *پ* p, *چ* č, *ژ* ž, and *گ* g, which it shares with Persian, plus *ف* v.

These letters are used to represent the consonants and vowels of Kurdish as follows (combinatory forms are given in parenthesis; the others do not connect with following letters):

(صص)	ص	s	ء	ʔ
(عع)	ع	ʕ	ا	a
(غغ)	غ	ɣ	ب (بب)	b
(فف)	ف	f	پ (پپ)	p
(ثث)	ث	v	ت (تت)	t
(قق)	ق	q	ج (جج)	j
(كك)	ك	k	چ (چچ)	č
(گگ)	گ	g	ح (حح)	h
(لل)	ل	l, l̥	خ (خخ)	x
(مم)	م	m	د	d
(نن)	ن	n	ر	r, ř
	و	w; u, u; o	ز	z
	ه	h	ژ	ž
	ه	e	س (سس)	s
(یی)	ی	y; i, i; e	ش (شش)	š

Various systems have been devised by Kurds in the attempt to achieve a phonemic alphabet. The following scheme illustrates the consensus of usage among those who use a differentiated script (with less common variants in parenthesis):

ئاسمان (آسان)	ء	ʔ	ʔasmán	'sky'
بان	ا	a	ban	'plateau'
باوك	ب	b	bawk	'father'
پى	پ	p	pe	'foot'
تيا	ت	t	tya	'in it'
جوان	ج	j	jwan	'beautiful'

چون	چ	č	čon	'how?'
هوت	ح	h	həwt	'seven'
خال	خ	x	xal	'maternal uncle'
دست	د	d	dəst	'hand'
ئيره	ر	r	rəré	'here'
(رر) (روژ)	ژ	ř	řož	'day'
زور	ز	z	zor	'very'
ژين	ژ	ž	žin	'life'
سین	س	s	sin	'saddle'
شین	ش	š	šin	'blue'
صد	ص	s	səd	'hundred'
عيب	ع	ʿ	ʿeyb	'shame'
غرب	غ	γ	γərb	'the West'
فەرمو	ف	f	férmu	'please!'
مروڤ	ف	v	mrov	'man'
کانسی	ك	k	kaní	'spring'
گورگ	گ	g	gurg	'wolf'
قاچ	ق	q	qač	'leg'
لیو	ل	l	lew	'lip'
(ل) مال	ل	l	mal	'house'
مام	م	m	mam	'paternal uncle'
نوی	ن	n	nwe	'new'
مانگ	نگ	ŋ	maŋ	'moon'
وا	و	w	wa	'thus'

دوور	وو	u	dur	'far'
کور	و	u	kuř	'boy'
بو	و	o	bo	'for'
هات	ه	h	hat	'he came'
دفتر	ه، ه	e	dəftér	'notebook'
یا	ی	y	ya	'or'
(ی) ژین (ژین)	ی	i	žin	'life'
ئینجا	ی	i	ʔínja	'then'
دی	ئ	e	de	'village'
من	ـ	ĩ	mĩn	'I'

Thus, diacritics have been added to the writing system to create more distinctions; also, existing letters are used in a new way: (a) the forms of ه are divided into consonantal ه =h and vocalic ه، ه =e; (b) a digraph ئ is used for the phoneme ŋ; and (c) letters are doubled to represent vowels: وو = u, یی = i or are marked with ˘: ۆ = o, ئ = e. No system in common use represents the vowel ĭ.

The representation of most vowels by letters makes Kurdish tend to be syllabic in form, as in نیه níye, تیکەل tekél.

The following lessons are of three types: (1) familiar material in new form--the basic sentences of the thirteen lessons of Part II are now repeated in Kurdish script; (2) new material in Kurdish script--lessons 14 - 16 present new dialogs entirely in Kurdish script. While conversational in form, they

are semi-literary in their effect; and (3) a story in straight literary style, with a glossary attached listing new vocabulary in order of occurrence in the text. Thus, there is a transition from straight colloquial Kurdish to narrative literary Kurdish. A variety of orthographic tendencies is represented so that a given word may be spelled in a variety of ways over the course of Part III, reflecting actual usage. For example, bu may be spelled بو or ب ; maktéb may show up مکتب or مکتب . This should pose no serious problem for the student, since the content is familiar to him, but will prepare him for reading Kurdish publications. On completing Part III, the readers mentioned in the Introduction to this book (p. v) are recommended to the student for acquisition of vocabulary and to develop facility in reading Kurdish prose of present-day Iraq.

ده رسي يه كه م

له سلیمانی

- ۱ - رۆژ باش .
- ۲ - رۆژ باش .
- ۳ - من ته مریکم . ناوم بوبه .
- ۴ - به خیر بیت .
- ۵ - چ مه تهمیك لیژوهه نزیکه ؟
- ۶ - وایزانم مه تهمی سیروان زور باشه و نزیکه .
- ۷ - مه تهمی سیروان له کوییه ؟
- ۸ - ته وه تا لای بازاره که یه .
- ۹ - ته ی ئوتیلی باش له کوی هه یه .
- ۱۰ - ئوتیلیکی باش لای مه تهمه که هه یه .
- ۱۱ - مه منون ته شه کرت ته که م . خوا حافیز .
- ۱۲ - خوا حافیز .

- ۱ - رۆژ باش ماموستا .
- ۲ - رۆژ باش بروب .
- ۳ - چوئنی چاککی شکر .
- ۴ - چاکم . سەلامەت بی . ئە ی تو چۆنی .
- ۵ - چاکم سەلامەت بی .
- ۶ - ئەرۆ دەرسی دووھەم ئە خوینین .
- ۷ - تەکا ئەکەم کتیبە کانتان بکەنەو .
- ۸ - چ لاپەرە یەک .
- ۹ - لاپەرە یەک .
- ۱۰ - ئیستا من لاپەرە یەک ئە خوینەو . لیوئەش لە دواى من بە دەئکی  
بە رزبێخوینەو .
- ۱۱ - یەکە یەکە یان ھەمو بە یەک جار ؟
- ۱۲ - ھەمو بە یەک جار لە دواى من بیلینەو .
- ۱۳ - تێ نەگە یشتم ماموستا ، تەکا ئەکەم بیلیرەو .
- ۱۴ - ئەلیم لە دواى من بیلیرەو . تێ گە یشتی ؟

- ۱۵ - به لى .
- ۱۶ - بوب ! وەرە بۆلۈپەرە ئەم وشەيە لە سەر تەختە بنوسە .
- ۱۷ - بنوسە قەلەم .
- ۱۸ - نوسىم .
- ۱۹ - كىي ئەزانىت مەئناي ئەم وشەيە چىيە ؟
- ۲۰ - كام وشەيە ؟
- ۲۱ - ئەم وشەيە .
- ۲۲ - نازانىم .
- ۲۳ - مەن ئەزانىم ، مەئناي دەفتەرە .
- ۲۴ - سەيىنى دەرسى دووھەم وەر ئەگرىنو ولامى پەرسىيارە كانى دەرسى يەكەم ئەدەينەو .
- ۲۵ - خوتان ئامادە كەن ، ھەمۇ ژۇژىك لە سەنڧا ئاملا ئەكەين .
- ۲۶ - كەي مەراجەمە بىكەين .
- ۲۷ - پاش ھەمۇ دەرسىك مەراجەمە ئەكەين .
- ۲۸ - ماموستا پەرسىيارىك ھەيە ؟ دەرگا چۈن ئەنوسىت .
- ۲۹ - ئەو تەلەسەر تەختەكە نوسراو .
- ۳۰ - دابزانم وەخت تەواو بوو سەيىنى ئەتەينىم . خوا خافىز .

- ۱ - زۆر باش دارا .
- ۲ - زۆر باش بوب .
- ۳ - فەرموو دانيشە .
- ۴ - بە خوا ھەز ئەكەم بچم بۆ بازار .
- ۵ - بەلى باشە، بەلام تۆزىك دانيشە ئىجا پىكەو، ئەچىن بۆ بازار .
- ۶ - با تۆزىك قە بکەين .
- ۷ - بەلى باشە .
- ۸ - چى ئەخۆيتە وە ؟
- ۹ - چايەلو تۆزىك ئاو .
- ۱۰ - ئەم جىگايە چى پى ئەلىن ؟
- ۱۱ - ئەمە چايخانە پى ئەلىن .
- ۱۲ - كاكە تۆكوردى لە كۆي فير برويت ؟
- ۱۳ - لە ئەمريکا لە مەكتەپ فيربووم .
- ۱۴ - ئەي چۆنە لىرەيت ؟

- ۱۵ - من مهندس و ئىستا لى پروژەى دەرىندى خان لىش ئەكەم .
- ۱۶ - من ھىشتا قوتابىم، لى پۆلى يىنجى ساندویم .
- ۱۷ - بەلام ھەز ئەكەم سالىكى تر بچم بۆ ئەمرىكا بخوئىم .
- ۱۸ - زۆر باشە، من ئەتوانم يارمەتيت بەم .
- ۱۹ - زۆر مەنۇن ئەبىم .
- ۲۰ - جارى با بچىن بۆ بازار .
- ۲۱ - باشە با بچىن .

- ۱ - بازاره که له کوی یه ؟
- ۲ - ته وه تا ، زور دور نی یه ، ئیستا ته گهین .
- ۳ - چه ز ته کهم خه نجه ریک بکرم .
- ۴ - ته زانی ، خه نجه ری کوردستان له هه مو خه نجه ریک باشته .
- ۵ - وه ره با بچین بو ئیره . وا بزانه تهم پیاوه خه نجه ر ته فروشی .
- ۶ - کاکه خه نجه ری باشت هه یه ؟
- ۷ - به لسی ، فه رموو .
- ۸ - تهم خه نجه ره زور جوانه .
- ۹ - ته ته وی بیکری ؟
- ۱۰ - به لسی ، چه ز ته کهم بیکرم .
- ۱۱ - کاکه تهم خه نجه ره به چنده ؟
- ۱۲ - به دور دیناره .
- ۱۳ - کاکه ته وه زور گرانه .
- ۱۴ - کاکه ، ته مه چاکترین خه نجه ره .
- ۱۵ - باشه ، دیناریکت ته دهینی .

- ۱۶ - فەرموو هه لیگیره .
- ۱۷ - کامیان هه لگرم ؟
- ۱۸ - ئاره زووی خوته ، هه ردووکیان باشن .
- ۱۹ - باشه ، ئه مه هه ل ئه گرم .
- ۲۰ - به راستی نازانم ئه م خه نجه رت بو چی یه .
- ۲۱ - ئه مه وی بینیرم بو ره فقیکم .
- ۲۲ - ره فقه که ت له کوی یه ؟
- ۲۳ - له ئه مه ریکایه .
- ۲۴ - وا بزانم ئه مه ئووتیله که یه .
- ۲۵ - زور ته شه کرت ئه که م ، به راستی باش بوو هاتی له گه لما بو بازار . ئه گینا نه م ئه توانی ئه م خه نجه ره جوانه بکرم .
- ۲۶ - مه منوون . هه چ ئیشیکت بوو ، من ئامه ده م بوت بکه م .
- ۲۷ - ته شه کر ئه که م . ئیستا ئه چم بو ئوتیل . به لام ئیواره ئه تبینم .
- ۲۸ - باشه ، خوا حافیز .
- ۲۹ - خوا حافیز .

- ۱ - ئیوارەت باش دارا .
- ۲ - ئیوارەت باش .
- ۳ - چوونی .
- ۴ - چاکم ، سەلامەت بی . فەرموو دانیشە .
- ۵ - بە راستی ئەمەوی توزیک پیاڵە بکەم .
- ۶ - جاری توزیک دانیشە ، ئینجا پیکەرە ئەچین بو پیاڵە .
- ۷ - ئەگەر تەوش حەز ئەکەیت پیاڵە بکەیت ، ئەوا پیکەرە ئەچین .
- ۸ - باشە با بچین ؛ منیش حەز ئەکەم توزیک پیاڵە بکەم .
- ۹ - بو کام لا بچین ؟
- ۱۰ - با بچین بو شەقامی کاه .
- ۱۱ - زور باشە ، فەرموو .
- ۱۲ - ئەزانسی بوچی حەز ئەکەم بو ئەوی پیاڵە بکەین .
- ۱۳ - نەه .
- ۱۴ - چونکە ئەم شەقامە زور تازەیه و پانە و جوانە .
- ۱۵ - ئەمە ئەبی شەقامی کاهەبی .

- ۱۶ - به لسی ؛ همه شەقامی کاوهیه .
- ۱۷ - راست ئەکە ی ؛ ئەم شەقامە زور پانە و درێژە .
- ۱۸ - همه تازهترین شەقامە لەم شارە .
- ۱۹ - چەند شەقامی تازە ی وا لەم شارە هەیە .
- ۲۰ - ئیستا تەنھا ئەم شەقامە تازەیه هەیە ؛ بەلام ئەمسال دوو شەقامی تازە ی تر دروست ئەکرێت .
- ۲۱ - وا دەره ئەکەویت دوکانی کە ورە و تازە ی زور هەیە لەسەر ئەم شەقامە .
- ۲۲ - ئەو باخە کە ورەیه باخی گشتییه .
- ۲۳ - وا دەره ئەکەوی ، باخیکی زور گە ورە و جوانە .
- ۲۴ - به لسی ، پرره له دارو درهختو گول .
- ۲۵ - ئەگەر ئەتوانیت ، ئیوارە پیکەوه سەر ئەدەین .
- ۲۶ - سەری کـۆی ئەدەین ؟
- ۲۷ - ئەلـیـم ، ئەگەر حەز ئەکەیت ئیوارە سەری باخی گشتی ئەدەین .
- ۲۸ - زور باشـ ————— .

مراجعة لـ دهرسى يه كه وه تا پنج

- ۱ - روژ باش .
- ۲ - روژ باش . چونی ؟ چاکی شکر ؟
- ۳ - سه لامه ت بی .
- ۴ - واده رئه که وی نه مرو دهرسى کوردی نه خوینی .
- ۵ - به لى ؛ به راستی کوردی باس فیربوم . چونکه ئیستا ، نه توانم نه م جوملانه بخوینم .
- ۶ - زور چاکه ، به لام نه بی هموو روژیک کوردی بخوینی . ئینجا باشریش فیر نه بی .
- ۷ - نه زانسی ، روژی شه مه نه چم بو دهر به ندی خان .
- ۸ - چون ! تنه ها نه مرو لیسه نه بی ؟
- ۹ - به لى ، وا بزانه تنه ها نه مرو لیسه نه بم . به لام حه ز نه که م جاری سه ری مه کتوب بدهم .
- ۱۰ - جاری با توزیک له م چایخانه یه دا نیشین . ئینجا پیکه وه نه چین بو مکتوب .
- ۱۱ - باشه نه مروو با دا نیشین .
- ۱۲ - نه گهر حه ز نه که یت ئیمشه و پیکه وه له یانه نان نه خوین .

- ۱۳ - تی نه گه یشتم ، تکائه که م بیلـیره وه .
- ۱۴ - ئەلـیـم ، ئیمـشـه و پیکه وه ئەچین بو یانه نان ئەخوین .
- ۱۵ - باشه ، من ئیواره له ئوتیله که ئەبم .
- ۱۶ - زور چاکه ؛ منیش ئەچم بو ماله وه . به لام ئیواره سه ری ئوتیله که  
ئەدەم ئینجا پیکه وه ئەچین بو یانه .
- ۱۷ - جاری من ئەبی بچم بو مکتـب .
- ۱۸ - بوچی ئەتەوی بچیت بو مکتـب .
- ۱۹ - حەز ئەکه م ماموه ستا جورج ببینم .
- ۲۰ - ئەمه ماموه ستا جورجـه .
- ۲۱ - روژ باش ماموه ستا .
- ۲۲ - روژ باش بوب ؛ ئەگەر ئاره زوو ئەکهیت ، ئیستا ئەچین کتیبه کان  
ئەکـرین .
- ۲۳ - به لـسی فه رموو با بچین ؛ چونکه حەز ئەکه م کتیبه کان بخوینم  
له دەر به ندی خان .
- ۲۴ - حەز ئەکه ی چ کتیبیک بکـریت ؟
- ۲۵ - وا بزانی چه ند کتیبیکـی کوردی ئەکـرم .
- ۲۶ - زور چاکـه .

۲۷ - من ئەبى ئىستا بچم بو مالەوہ ، بەلام ئىوارہ ئەتینم  
لە ئوتیلەکہ .

۲۸ - باشە . خوا حافىز .

۲۹ - خوا حافىز .

- ١ - شه و باش دارا .
- ٢ - شه و باش بـوب .
- ٣ - كە ي هاتى بو ئـيره .
- ٤ - توزيكـه .
- ٥ - ئەم شه و بو كوئ بچين ؟
- ٦ - حەز ئەكە ي بو كوى بچين .
- ٧ - من نازانـم .
- ٨ - نيازە وايه بچين بو يانە ي فەرمانبەرەران بو ئەو ي يانە ببيني .
- ٩ - يانـه لـه كوئيه ؟
- ١٠ - زور دور نـى يه ، ئەو تا لاى مالى مۆتەسەرفـه .
- ١١ - باشـه با بچين .
- ١٢ - ئەمە تا يانە ، با بچينه ژورره وه .
- ١٣ - يانەيكى خوشو كه وره تان هـيه .
- ١٤ - له كوى حەز ئەكە ي دانيشين ؟
- ١٥ - ئاره زروى خوتـه .

- ۱۶ - حمز ئەكەيت لای حەوزە كە دانیشین .
- ۱۷ - زور باشـــ .
- ۱۸ - هاوینان ئەمیانە یە زور فینكە .
- ۱۹ - ئەو كـــوررە كى یە ؟
- ۲۰ - ئەمە ئەحمەدى رەفیقە .
- ۲۱ - ئەحمەد . وەررە لای ئیمە دانیشـــ .
- ۲۲ - باشـــ ، وا هاتم . شەو باش .
- ۲۳ - ئەحمەد ! حمز ئەكەم ئەم برادەرە بناسى .
- ۲۴ - من ناوم بوبە .
- ۲۵ - منیش ناوم ئەحمەدە .
- ۲۶ - كاكە تو خەلقى كویى .
- ۲۷ - من خەلقى ئەمەریكام .
- ۲۸ - بە خیر بى ی .
- ۲۹ - سەلامەتبی .
- ۳۰ - بە راستى زور تینومە ، حمز ئەكەم پەرداخىك ئاو بخومەو .
- ۳۱ - من قارویەك ئەخومەو .

- ۳۲ - من برسیمه .
- ۳۳ - ته ته وی چی بخوی ؟
- ۳۴ - وا بزانه که باب ټخوم .
- ۳۵ - بروب ! ته ی تو برسیت نی یه ؟
- ۳۶ - وا بزانه منیش که باب بخوم باشه .
- ۳۷ - زور چاکه . که واته منیش که باب ټخوم .
- ۳۸ - وا بزانه که باب چاکترین خوارده لیره .
- ۳۹ - به راستی ټم که بابه زور به لهزه ته .
- ۴۰ - به تاي به تی لـم جیگا خوشه .
- ۴۱ - وا بزانه دره نگ بود ، با بروین .
- ۴۲ - فـرمـوو با بروین .
- ۴۳ - ټومید ټه که م سبه ینی به یانی بتینم .
- ۴۴ - به یانی لـ ټوتيله که چاوه ریتان ټه که م .
- ۴۵ - باشه ، جاری خوا حافـیز .
- ۴۶ - خوا حافـیز .

- ١ - كە ی هاتی بو ئیره .
- ٢ - توزيك لەمە وپیش هاتم .
- ٣ - ئیمرو زوو لە خەو هەلسامو توزيك پیاسەم کرد .
- ٤ - بێو کوی چووی .
- ٥ - توزيك پیاسەم کرد ، دواى چووم بو کتییخانه ی کوردستان .
- ٦ - هیچ کتیت کرى ؟
- ٧ - بەلى ، تەنها یەك کتیبم کرى .
- ٨ - ئەو کتیبە باسى چى ئەکا .
- ٩ - وا بزاتم باسى میژووی کوردستان ئەکا .
- ١٠ - ئەزانى ناوی نووسەرەكە ی چى یە ؟
- ١١ - وا بزاتم نووسەرەكە ی ناوی زانایە .
- ١٢ - كەواتا ئەبى كتیپكى زور باشی .
- ١٣ - بوچی وا ئەلىی .
- ١٤ - چونكە ئەزانم ماموستانا زانا نووسەریكى زور چاكە .
- ١٥ - ماموستانا زانا خەلقى كسوى یە ؟
- ١٦ - ماموستانا زانا خەلقى ئەم شارە یە .

- ۱۷ - چاکترین شت له م کتیه شه وه یه ، نه خشه یه کی کوردستانی تیا به .
- ۱۸ - راست شه کی ، شه مرو له روژنامه ی ژین باسیکی وای تیا برو .
- ۱۹ - شه نه خشه یه هه رچی ریگای ئوتوموبیل و شه مه نه فەر له م ولاته هه یه پیشانی شه دا .
- ۲۰ - وایزانم ناوی هه رچی شارو دی و شاخ و دۆلو گردو روبار هه یه تیا نووسراوه .
- ۲۱ - به لای راسته .
- ۲۲ - وایزانم منیش شه بی دانه یه ک له م کتیه بکرم .
- ۲۳ - ئاره زووی خوته .
- ۲۴ - شه گه ر ئیستا ئیشت نی یه شه وای پیکه وه شه چین بو کتیه خانه که .
- ۲۵ - زور باشه ، منیش شه مه وی روژنامه یه ک بکرم .
- ۲۶ - با زوو بچین چونکه مه که ئیستا ماموستا زانا له وی ببینین .
- ۲۷ - فەرموو ، به لام وایزانم ئیستا دره نگه .
- ۲۸ - بوچی سه عات چه نده ؟
- ۲۹ - ئیستا سه عات یانزه و نییه .
- ۳۰ - لای من سه عات یانزه و چاره که .
- ۳۱ - شه گه ر زوو بچین به ده ده یقه شه گه یین .
- ۳۲ - باشه با بچین .

- ١ - السلام ملیک .
- ٢ - عێم السلام .
- ٣ - له کوی بوی ؟
- ٤ - له مالی احمد بوم .
- ٥ - چیت کرد له‌وی ؟
- ٦ - نانم خواردو چاوم کهوت به باوکو دایکو خوشکو براکانسی .
- ٧ - ئە‌ی احمد چو بو کوی ؟
- ٨ - وا بزانی له‌گه‌ل چه‌ند براده‌ریکیا چو بو بازار .
- ٩ - چون چی بکه‌ن ؟
- ١٠ - چون شت بکرن .
- ١١ - ئە‌ی نایه‌ن بو ئیره ؟
- ١٢ - به‌لسی ، توزیکی‌تر یه‌ن ، چونکه ئە‌وانیش هه‌ز ئە‌که‌ن له‌گه‌ل ئیمه‌ بچن بو باخی گشتی .
- ١٣ - که‌واتا ئە‌بی لیره‌ چاوه‌رییان بکه‌ین تا یه‌ن .

- ۱۴ - ئەي عەلى كىوا ؟
- ۱۵ - عەلى تا ئىستا لىرە بو بەلام توزىك لەمە وپىش چو  
بو مالمە وە نان بخىوا .
- ۱۶ - ئەو وتى لىرە نان ئەخوم .
- ۱۷ - تەنھا چايىكى خوارە وە ، دوايى ھەساو روشت ، بەلام  
وتى سى سە عاتى تر ئەگەرىمە وە .
- ۱۸ - كەوا تا مەكنە لەگەل ئەو كورانە بىت .
- ۱۹ - ئەو كورانە خەلقى كوين ؟
- ۲۰ - ھەمويان خەلقى ئەم ولاتەن ، بەلام ئەيانە وى چەند سۈاليكت  
لى بىلەن لە بابەت ئەمەرىكا وە .
- ۲۱ - بوچى ئەيانە وى بچن بو ئەمەرىكا ؟
- ۲۲ - وا بزانم ئەيانە وى بچن لە وى بخوين .
- ۲۳ - وا تى ئەگەم ئەخمەدش ئەيە وى بچى بو ئەمەرىكا .
- ۲۴ - بەلى زور خەز ئەكات بچى بو ئەمەرىكا .
- ۲۵ - بەلام ئەلى پارەم نى يە بچم .
- ۲۶ - باوكى زور دەولەمەندە .
- ۲۷ - كەوا تا ئەگەر ئەمسال دەرچى ئەچى بو ئەمەرىكا .

- ۲۸ - وایزانم دهر نه چی ، چونکه زور زیره که و سه عی زور نه کا .
- ۲۹ - منیش وا نه زانم .
- ۳۰ - گویم له ده نکه ده نکه . وا تی نه گم هاتن .
- ۳۱ - به لسی نه وانسن .

- ۱ - ئىۋە قوتابىن لە سىنى پىنجى ساندوين، لە سلىمانى ئەخوين .
- ۲ - ئەتەندى بچن بۇ ئەمرىكا بخوين پاش ئەۋەى ئىمىمال دەرچن  
لە مەكتەپ .
- ۳ - ئىۋە ھەموتان زمانى انگىزىتان خويندە، بەلام ئەبى توزىك  
باشتر فىرى بن .
- ۴ - لە بەر ئەۋە ئەبى لە ئىستەۋە خەرىك بن باشتر فىرى بن بىۋ  
ئەۋەى لەۋى ھىچ زىمەت نەبىن .
- ۵ - ئەگەر انگىزى باش بزانن كلىھەكان بە ئاسانى ۋەرتان ئەگىرن .
- ۶ - زمانى انگىزى زىمەت نى يە بۇئىۋە ئەتوانن بە ماۋەيەكى كەم بە باشى  
فىرى بن .
- ۷ - ايسۋە ھەموتان كوردن .
- ۸ - ئومىدىستان ھەيە خىزمەتى ولاتەكەتان بكن دواى گەرانەۋەتان  
لە ئەمرىكا .
- ۹ - ئىۋە گەنجى ئەم شارەن .
- ۱۰ - ئەبى ھەول بەدەن بۇ پىشكەۋتن و بۇ بىلاۋكردنى زانىارى .
- ۱۱ - عىلى رەنىقتان ئەيەۋى كىمىا بخوينى لە يەكى لە جامەھەكانى ئەمرىكا .

- ۱۲ - بسلام دارا بریاری داوه فیزیا بخوینئ •
- ۱۳ - ئیوه هه موستان براده ری من •
- ۱۴ - من زور پم خوشه که ئیوه ئه چن له ولاته که ی من ئه خوینن •
- ۱۵ - باوکم و دایکم له شاری نیویورک ئه ژین •
- ۱۶ - نیویورک گه وره ترین و خوشترین شاره له ئه مریکا •
- ۱۷ - ژماره ی دانشتوانی ئه م شاره گه وره یه نزیکه ی ده ملیونه •
- ۱۸ - براکم له دیترویت دا ئه نیشیت •
- ۱۹ - ئه م هفته یه کاغه زیك ئه نوسم بۆ باوکم بۆ ئه وه ی یارمه تیتان بدات که گه یشته ئه مریکا •
- ۲۰ - امریکا زور دوره لیره وه •
- ۲۱ - که واتا ئه بیت یا به ته یاره یا به پاپور بچن بو ئه وئ •
- ۲۲ - وابزانم به پاپور هه رزانتره به لام ته یاره خوشتره خیراتره •
- ۲۳ - من به ته یاره هاتم بۆ عیراق • تنها شانزه سه عاتی برد له نیویورکه وه بۆ به غا •
- ۲۴ - سالیکی تر مینیش ئه گه ریچه وه بۆ ئه مریکا •
- ۲۵ - له وئ ئه تانینم •
- ۲۶ - پیویسته کاغه زم بۆ بنوسن که گه یشته ئه وئ •

- ۲۷ - چونکه حەز ئەكەم ئەدرەسەكانتان بزانم، بۆ ئەوەی مینش  
کاغەزتان بۆ بنوسم.
- ۲۸ - لەبەر ئەوەی خویندن بە زمانی انگلیزییە لە ئەمریکـا  
رەنگ هەیه ئەوەی لۆ سالۆ توزیک زحمەت بپینن.
- ۲۹ - بلام دواى ئەوە ئاسان ئەبێت.
- ۳۰ - گومانم نییە موفق ئەبن، ئەگەر هەول بدەن و خەریکی  
دەرس خویندن بن.

- ۱ - رۆژى لە رۆژان بۆ يارمان دا بچىن بۆ سەيران .
- ۲ - رۆژە كەى زۆر خوش بوو .
- ۳ - ھەور بە ئاسمانەو نە بوو . ترسى بارانمان نە بوو .
- ۴ - ئەرز ھەموى سەوز بوو گۆلى جوان لە ھەمو جىگايەك ھە بوو .
- ۵ - بە كورتى بە ھاريكى تەژو خوش بوو .
- ۶ - لىمە چوار كەس بووين .
- ۷ - سواری ئوتومبىليك بووين و چووين بۆ سەرحنار .
- ۸ - لەوئ مەلەمان كرد و يارىمان كرد تا ھىلاك بووين .
- ۹ - كە بوو بە سەعات دوانزە نانمان خوارد .
- ۱۰ - دوايى اسراھە تان كرد .
- ۱۱ - نيوە رۆ تاقىمكى تر ھاتن بو ئەوئ .
- ۱۲ - ئەوانىش مەلەيان كردو لەگەل لىمە چايان خواردەو .
- ۱۳ - پاش ئەو پىگەو يارىمان كرد .
- ۱۴ - بە راستى زور خوشمان رابوارد تا لىوارە .
- ۱۵ - سەعات شەش لىوارە بە ئوتومبىلەكەمان گەراينەو .

- ۱۶ - ئوتومبيل كه تازه بـوـو .
- ۱۷ - ئوتومبيله كه هـى احمد بوو .
- ۱۸ - باركى تازه بوـى كـرـى بـوـو .
- ۱۹ - وابزانم به چاره ك سه عاتيك كه ىشتينه ناوشار .
- ۲۰ - ئەو نـدە يارىمان كرد بوو زور هـيلاك بووين .
- ۲۱ - لەبەر ئەو هەريەكە چـوـو بو مالى خوى .
- ۲۲ - ئەو شەو مـن زۆر باش نوستم تا بەيانى .
- ۲۳ - بە راستى تا ايستاي خوشى ئەو سەيرانەم لە بـيـرە .
- ۲۴ - ايستاش كه برادەرەكانم ئەبينم باسى ئەو سەيرانە خوشە ئەكەين .
- ۲۵ - بـيـرى روژانى مـكـتبـو خويندن ئەكەين .
- ۲۶ - باسى رفيقى كـوـن ئەكەين .
- ۲۷ - قسەى خوشى ماموستاكانمان ئەكەين .
- ۲۸ - بە راستى ئەو بـيـرە خوشانە هە رگيز لە بـيـر ناچنەو .

- ۱ - چەند گوڭار و روژنامە ي گوردى دەر ئەچى لەم ولاتە ؟
- ۲ - چوار پىنج گوڭار و شەش حەوت روژنامە .
- ۳ - ئىمرو روژنامە يكى ژىنم كرى زور باسى خوشى تىابوو . يەكك لە وانە  
ئەوۋە بوو ماموۋ ستايانى كورد كۈنگرە يەك ئەگرن لە پايتە خە تى  
گوڭمارى عىراق . باسى زمانى كوردى ئەكەن .
- ۴ - بەلى وايە ئەمە سېھەم كۈنگرە يە كە لەم بابە تەوۋە ئەگرىت .  
ئەوۋە ي ئاشكرايە ماموستايانى كورد ئەبى تى بكوشن بو خزمە تى  
گە لەكەيان .
- ۵ - وابزانم لە ھەمو جىھاندا و بە تايە تى لەم ولاتانە دا ھەر ماموۋ ستايان و  
قوتايان و تىگە يشتوكان بە زورى تى ئە كوشن بو خزمە تى ولات و گەل  
و زمانە كەيان .
- ۶ - چەند ماموۋ ستا لەم شارەوۋە ھاوبەشى ئەكەن لەم كۈنگرە يە ؟
- ۷ - وەكو بىستومە ھەر مەكتەبىك نوينە رىك ئەنيرىت . لەبەر ئەوۋە ژمارە ي  
نوینە ران لەم شارە ئەگاتە چىل .
- ۸ - ئەي ماموۋ ستاى عەرەب ھاوبەشى ناكەن لەم كۈنگرە يە ؟
- ۹ - بەلى . زور كە سىش لەوان بانگ كراون بەلام ئەوان ھەر دا  
ئەنیشن و گوى ئەگرن بى ئەوۋە ي ھاوبەشى بکەن لە قسە كردندا .

- ۱۰ - وابزانم سه ره کی نه قابه ی ماموستایان شه چیت بو شه وکونگره یه .
- ۱۱ - به لئی سه ره ک وه زیرانش شه وه ل روژ شه چیت بو کردنه وه ی کونگره که .  
پار و تاریکی دورودریژ وجوانی خوینده وه .
- ۱۲ - که وانا شه ول روژ هیچ گتوگو ناکسريت؟
- ۱۳ - بروا ناکه م .
- ۱۴ - وه کو شه زانی شه م کونگره یه چه ند روژ ده وام شه کات؟
- ۱۵ - نازانم ئیمسال چه ند ده وام شه کات به لام پار حه فته یه ک ده وامی کرد .
- ۱۶ - حه زم شه کرد بمتوانیا یه بچم بو به غذا چونکه چه ند پرسیاریکم هه یه له  
باره ی زمانی کوردی یه وه . به لام هه تا تو لیره ییت با مه غای چه ند  
وشه یکت لی بپرسم که ئیمرو له روژنامه که چاوم پی یان که وتسه .
- ۱۷ - وه کو چی؟
- ۱۸ - وه کو کومار و بالیوژ .
- ۱۹ - شه مانه زور ئامانن . کومار یعنی جمهوریه ت و بالیوژ یعنی سه فیر به عه ره بی .
- ۲۰ - زور سو یاست شه که م . له مه ودا شه گه ر مانای وشه یه کم ویست لیٹ شه پرسم .
- ۲۱ - من ئاماده م بو هه مو یارمه تی یه ک و خزمه تیک .
- ۲۲ - خوشحالی .

- ۱ - مەرحەبا، ئەو لە دۆینیۆ لە کوی بوی ؟
- ۲ - مەرحەبا، شەرچا، دوینى توزىك چووم بو بازار دوايى گەرامەو  
بو ئوتیلەكە .
- ۳ - ئەى چون نە ھاتیتە دەره وە ؟
- ۴ - راست ئەوى توزىك بى تاقەت بووم و سەرم ئەىە شا وابزانم  
تاشم ھە بىوو .
- ۵ - ئەى نە چوویت بو دوكتوور ؟
- ۶ - نە . بە پىويستم نە زانى بچم بو دوكتور. تىھا يەك دوو ھەبى  
زانە سەرم خواردو اسراحتەم كرد . ئىمرو زور باشم .
- ۷ - نە مزانى نە خوشبووى . ئەگىنا دوینى ھەر سەرم ئە دایت لە ئوتیلەكە .
- ۸ - سەلامەت بىسى .
- ۹ - ئەگەر نە زانى ئىمروش ھەر بى تاقەتى دوكتورىك ئە ناسم ئەچىنە لای .
- ۱۰ - سوپاست ئەكەم . ئىمرو زور باشم . وابزانم دوینى ھەر ھىلاك بىوووم  
پىويست بووم بە اسراحتە .
- ۱۱ - ئىمرو گویت لە رادیۆبوو ؟
- ۱۲ - بەلى .

- ۱۳ - بیستم که له سه ره تای مانگه که ی تر سه ره ک جمهوریه تی شه مریکا  
ته چیت بو فوره نسا .
- ۱۴ - به لی ستيکی وام بیست . یا خوا راست بی .
- ۱۵ - من له و بروایه دام کوبونه وه ی سه ره ک وه زیرانی ولاته گوره کان  
شتیکی زور به که لکه .
- ۱۶ - راسته ، چونکه ته توانن گفتوگو بکن له گل یه کتر وریکا  
بدوزنه وه بو شه وه ی گلانی جیهان به ناشتی پیکه وه بژین .
- ۱۷ - له گل شه وه شدا ته توانن یارمه تی یه کتر بده نو باش له یه کتر بگن .
- ۱۸ - هر چونیک بیت شه م کوبونه وه یه که لکی تاییه تی هه یه بو سه ره کی  
شه مریکی چونکه شه و تازه یه و پیویسته باشت له کاروباری جیهان  
شاره زابی .
- ۱۹ - راسته ته که یت شه و تازه بووه به سه ره کی جمهوریه ت .
- ۲۰ - وابزانم سه ره کی پیشو له حیزبی جمهوریه بوو ؟
- ۲۱ - به لی به لام شه م له حیزبی دیمقراطیه ( دیموقراتیه ) .
- ۲۲ - هر چونیک بیت من نومیدم هه یه شه م کوبونه وه یه که لکه  
به خواش بی .

- ۱ - ته موز چی هه یه هم هه مو خه لکه به ره و ساحه ی فوتبول ته چن ؟
- ۲ - ته موز یادی سی ساله ی شورشی چوارده ی ته موزی پیروزه .
- ۳ - راست ته که ی ، ته موز چوارده ی ته موزه . من هه ر له بیرم چوبوه . با ئیمه ش بچین بو جیگای کوبونه وه که بهزانین چی هه یه .
- ۴ - فهرمو با بچین .
- ۵ - تو پار لیره بویت بیرته چی کرا ؟
- ۶ - وا بهزانم متصرف قسه یه کی کرد باسی شورسه که ی کردو چون گهلو شپا قاره مانانه توانییان ته مکوماره دا بهیزرینن .
- ۷ - هیچی تهر ؟
- ۸ - نه . دواپی باسی بیروباوه ری سیاسی حکومتی عیراقی کرد که چون ته یه وی دوستایه تی له گهل هه مو گهلانی دنیا بکا .
- ۹ - ره نگ هه یه دواپی هه لپه رکیش کرابی .
- ۱۰ - به لی ، له به یانیوه کرا تا ئیواره . له گهل ته وه شا گورانگی خوش ووترا .

- ۱۱ - هه‌لپه‌رکی کوردیم لا زور خوشه ، وا تی ئەگم  
زور نه‌وعی هه‌یه .
- ۱۲ - به‌لی ، وه‌کو بیستومه له ده نه‌وع زیاتر  
هه‌لپه‌رین هه‌یه ، به‌لام من هه‌ر دو نه‌وعی  
ئەزانم .
- ۱۳ - وا بزانی یه‌کدو نه‌وعیان هه‌ر له هه‌لپه‌رینی  
لبنانی ئەچن .
- ۱۴ - راسته ، هه‌لپه‌رکی لبنانی دیوه ، هه‌ر وه‌کو هی  
خومان وایه .
- ۱۵ - گوی بگره ! گویم له موسیقای عه‌سکه‌رییه .
- ۱۶ - ئەمه باندی موسیقای عه‌سکه‌رییه ، هه‌مو سالیك له  
که‌رکه‌وه یه‌ت بو ئەمکه‌بونه‌وهیه .
- ۱۷ - که‌واتا قاعدی فرقه‌ش به‌شدار ئەبی له‌م که‌بونه‌وهیه .
- ۱۸ - به‌لی لازمه قاعدی فرقه‌ حازری چونکه ئەویش  
دوتاریك ئەخوینیه‌وه به‌ بونه‌ی ئەم جه‌ژنه‌وه .
- ۱۹ - ئەم ساحه‌گه‌وره‌یه چه‌ند که‌س ئەگری ؟
- ۲۰ - ئەم ساحه‌یه تازه دروست کراوه . وا بزانی به‌ ئاسانی  
بیست هه‌زار که‌س ئەگری .

- ۲۱ - هەر ئەم ساحەيە هەيە لەم شارە ؟
- ۲۲ - نە ، ساحەيەکی تر هەيە . زور پچوکە جار بە جار یاری فوتبۆلی تیا ئەکری .
- ۲۳ - با خیرا بروین بو ئەوێ جیگایەکی باشمان دەس کەوێ .

د. رسی چوارده هم  
کړمه لى په تهره په گگرتوه کسان

مه شغول

جگهره

کيشان

ته بېنم له م روژانه دا زور مشغولى  
و جگهره زور ته کيشيت .

هو

وا لى هاتن

روژى

پاکه

واز لى هينان

به راستى خوش نازانم هوى چى په ،  
ئيسټا وام لى هاتوه روژى په ك  
پاکه ته كيشم به لام دواى امتحان  
هه ول ته دهم وازى لى بېنم .

كه م كړدنه وه

په ك سر

ته گهر ته وئ وازى لى بېنيت.  
وه كو من بكه ، هه ول مه ده كه مى  
كه يته وه به لام په ك سر وازى لى  
بېنم .

هه ر ته بى

ورده ورده

Lesson Fourteen  
The United Nations

busy

cigarette

to pull, draw; to smoke

1. I see you're very busy these days and you're smoking too much.

reason, cause

to come to be in such a state that...

every day, each day

pack, packet

to abandon, leave, give up

2. In fact I myself don't know the reason for it; now I've gotten so I smoke a pack a day; but after the exam I'm going to try to quit.

to decrease, cut down on

at once, immediately

3. If you want to give it up do as I have done; do not try to cut it down but give it up all at once.

it is necessary

gradually, little by little

دوايي

زور زحمة ته ، بروا ناکه م ئیستا بتوانم  
یه کسه ر وازی لی یېنم ، هه ر ئه بی  
ورده ورده که می که مه وه و له دوايیدا  
وازی لی یېنم .

جگه ره کیشان

سه یسر

جگه ره کیش

پیاوی جگه ره کیش

بوونه = بوون به

ژیر ده سته

توتن

جگه ره کیشان شتیکی زور سه یسه ،  
پیاوی جگه ره کیش وای لی یه ت  
ئه بیته ژیر ده سته ی جگه ره و توتن .

نه جات بوون

روژ به روژ

راست ئه که یت ، نه جات بوونیش روژ  
به روژ گرانتر ئه بیست .

ماوه یه ک له مه و پیش

گروایا

ده رمان

دوژینه وه

afterward

4. It is very difficult; I don't believe I can give it up now all at once. I should just cut it down gradually and then give it up.

smoking (n.)

strange; surprising

smoker

the person who smokes

to become

subservient, servile

tobacco

5. Smoking is a strange thing; the person who smokes usually becomes a slave to smoking and tobacco.

disentanglement, freeing

day after day

6. You are right, and freeing oneself becomes more difficult every day.

sometime ago

that (it is not certain)

medicine, drug

to find

ماوه يه ك له مه وپېش بېستم گوايا چە ند  
دوكتوريك خه ريكن ده رمانيك بدوژنه وه  
بو شه وه ي پيا و بتواني به ئاساني واز  
له جگه ره كيژان يېني .

منيش شتيكي وام بېستوه .

ئه وكه سه ي

به ختیار

دل خوش

ئه وكه سه ي واز له جگه ره كيژان  
يېني زور به ختیار و دل خوشه .

پېرز باييت لي کردن

دعوته

كه وازت له جگه ره كيژان هينا  
پېرز باييت لي شه كه م و دعوه تيكي  
باشت بو شه كه م .

چاوه رواني کردن

به م زودوانه

كه وا تا شه بې ماوه يه كي باش  
چاوه رواني به يت ، چونكه بېروا ناكم  
به م زودوانه بتوانم وازي لي بېتم .

گوئي دان ( به )

گوئي مه ده ري

بهر کردنه وه له

7. Sometime ago I heard that some doctors are trying to find a drug to enable people to give up smoking easily.

8. I have also heard something of this sort.

the person who

lucky, fortunate

happy

9. The one who gives up smoking is quite fortunate and happy.

to congratulate

invitation, (party)

10. When you give up smoking, I'll congratulate you and give you a party.

to wait

in the immediate future, in the next few days

11. Then you have to wait for an appreciable period of time, because I don't think I can quit it so soon.

to mind, pay attention to

don't pay attention; never mind

to think of, about

جاری

وتار

دەرره

وزیری دەرره

گوی مه دهری • بۆشه وه ی بیر له  
جگه ره کێشان نه که یته وه ، جاری  
با بچین بۆ مالی خو مان و گوی له  
وتاره که ی وه زیری دهرره وه بگرین •

وتار دان

که ی وتاره که ئه دات ؟

سه عات چوار

خیرا

مان

که واتا باخیرا بچین چونکه تهها  
چه ند دقیقه یه کی ماوه •

مهم

کۆمه ل

کۆمه لی نه ته وه یه لگرتوه کان •

وه کو ئه لین ئه م وتاره ی زۆر مهمه  
چونکه ئه یه وی باسی کۆمه لی  
نه ته وه یه لگرتوه کان بکات •

for now, for the time being

speech

outside, abroad

minister of foreign affairs

12. Never mind. In order not to think about smoking, let's go home now and listen to the speech of the Minister of Foreign Affairs.

to deliver a speech

13. When is he speaking?

14. At four o'clock.

quickly

to remain, be left

15. Let's go quickly then, because there are only a few minutes left.

important

organization

United Nations Organization

16. As they say, this speech of his is very important, because he is going to speak about the U. N.

کابـرا  
 بـه بـیـن راسـت بـیـن چـونـکـه تـه و کابـرایـه  
 ماوه یه کی زۆر نوپینه ری کوماری عیراق  
 بوو له و کومه له دا .

person, man

17. It must be true because this man was the representative of the Republic of Iraq in that organization for a long time.

شاره زا لـه  
 ئیشوکار

familiar with, versed in

works, functions

خۆشی پیادیکی زیره ک وتی گه یشتوه  
 و به ته واه ته تی شاره زایه له  
 ئیشوکاری ته م کومه له .

18. He also is an intelligent and learned person, and very well versed in the activities of this organization.

من له و بروایه دام  
 من له و بروایه دام ته م کومه له خزمه تیگی  
 باشی کردوه تا ئیستا .

I am of the opinion

19. I am of the opinion that this organization has, until now, rendered many good services.

وا یـه  
 پـچـوـک  
 سه ر به خـو یی  
 وه ر گـرتـن  
 وایه . به تاییه تی خزمه تی ولاته  
 پچوکه کانی کردوه که تازه سه ر  
 به خویان وه رگرتوه .

it is so; that is right

small

independence

to obtain

20. That is right. It has especially been of service to the small countries which have recently received their independence.

لام وایـه  
 بـوون  
 عـالـم

I am of the opinion, to me

existence

world

شەڕ

war; fighting

دوور خستەوێ لە

to remove, keep...from s.th.

لام وایە بوونی ئەم کۆمەڵە زۆر  
پێویستە بۆ ئەوێ عەلەم لە شەڕ  
دوور خاتەوێ .

21. In my opinion the existence of this organization is quite necessary in order to keep the world away from war.

کەردنەوێ

to open; to turn on (radio, etc.)

دەست پێ کردن  
خێرا رادیۆکە بکەرەوێ چونکە وابزانم  
ئەو نەوێ نە ماوێ دەست پێ بکات .

to start, begin (intrans.)

22. Turn the radio on quickly because I think he will start soon.

بوچی سەعات بوو بە چەند ؟

23. Why? What time is it?

سێ چوار دقیقە ی ماوێ بۆ چوار .

24. It's three or four to four.

پەرسى پانزە ھەم  
مەكتەپ و خویندن لە كوردستاندا

ئەختان

دوینی چۆن بوویت لە ئەختانا؟

سؤال = سوئال

لە بیر چوونەو

جواب (جەواب)

ھەر

دەرەجە

باش بووم، تەنها یەک سؤالم لە بیر  
چۆنە جوابی بدەمەو، بەلام وایزانی  
ھەر دەرەجە یەکی باشوەر ئەگرم.

دەرسێک

دوان

لە ٠٠٠ دەر چوون

وەر گرتەو

ئەگەر لە دەرسێک یا دوان دەرئەچی  
ئەتوانی سالیکی تر دەرئەکە وەرگرتەو.

نظام = نزام

لە ھەر ٠٠٠ رۆشتن

نە، ئێمە لە ھەر نظامی انگیزی  
ئەروین.

Lesson Fifteen  
Schools and Studying in Kurdistan

examination

1. How did you do on the exam  
yesterday?

question

to forget

answer

still

grade

2. I was good, only I forgot to  
answer one question, but I  
believe I'll still get a good  
grade.

a lesson; a subject

two of them, two

to succeed; to pass (an exam)

to take again

3. If you don't pass one or two  
subjects, can you take the  
subject again another year?

system

to follow, adhere to

4. No. We follow the English  
system.

يعنى چي ؟

5. What does that mean?

لاي ٽيمه

in our country

به ش

part

۰۰۰ کردن به ۰۰۰ به سه وه

to divide...into...parts

سه ره تايي

primary

متوه سطره = متوه وه ستره

intermediate

پڻ وتن ۰۰۰

to call s.th. ...

دانشگا

university

مه ڪتب لاي ٽيمه ڪراوه به چوار  
به شه وه ، په ڪم مه ڪتب پي سه ره تايي  
كه شش ساله دوهم متوسطه ،  
سيهم تانه وي ، انجا كلي يا جامعه  
كه پيشي ٿه لين دانشگا .

6. Schools in our country are divided into four parts; the first is the primary school which is six years; secondly, the intermediate; thirdly, secondary school; then college or university, which is also called danišga.

ته له به

student

له سنفيكه وه پو سنفيكي تر  
كه واٽا ٿه پڻ ته له به هه موو ساليڪ  
ده رچي له سنفيكه وه پو سنفيكي تر .

from one class to another  
7. Then students must be promoted every year.

دوا

last, final

دوا سال

the final year

پله

stage, level

قورس

hard, difficult

به ڪه لوري

baccalaureate

به لئي ، به لام له دوا سالي هه مو  
پله يه ڪ ته له به ٿه پڻ له امتحانيكي

8. Yes, but in the final year of every level students have to

گه وره و تورېس دهر چي که پي ی  
ته لېن امتحاني به که لوري .

pass an important and hard  
exam called the baccalaureate  
exam.

چي ته پي

what will happen

ته ی ته گه ر دهر نه چي ته پي .

9. Well, what will happen if he  
doesn't succeed.

مانده

to remain, stay behind

امتحان دان

to take an exam

ته وخته ته پي ساليکي تر له و سنفه  
بمېنېته وه و امتحانيکي تر بدات تا  
دهر چي .

10. Then he has to remain in that  
class another year and take  
another exam so he can be  
promoted.

به لکـوـو

perhaps

به لکـو سالي دوو هه مېش  
دهر نه چو .

11. What if he doesn't succeed the  
second year?

دهر کردن

to remove; to dismiss

مه کته بي ئيواران

evening school

ته گه ر دهر نه چو له مه کته ب دهر  
ته کري، به لام ته توانيت يه ک سالي تر  
له مه کته بي ئيواران بخوينيت .

12. If he doesn't succeed he will  
be dismissed from school; but  
he can study one more year in  
night school.

سه يـسـر

strange, surprising

ته گه ر چي

even if, even though

ئيپقا بـوـون له

to fail in (a course)

کـهـره تيک

once, one time

به راستی ئەمە نظامێکی زۆر سەیرە،  
 لای ئێمە تەلەبە نامینێتەو لە چەند  
 دەرسیکا چونکە ئەتوانیت ئەو دەرسانە  
 کەرە تێکی تر وەرگیریتەو و امتحانیان  
 تیا بداتەو .

کۆرسات

بە کار هینان

ناجیح

وا بزانم ئەمە پێی ئەوتری نظامی  
 کۆرسات کە لە هەندێ کێبە بە  
 کاریان هینا زوریش ناجیح بوو .

ئە ی بۆچی لە قوتانجانە کانی تر  
 بە کاری نا هیئن ؟

بە تەواوەتی

ئەبێ

وەزارەت

مەعارف

پێی باشترە

بە تەواوەتی نازانم . ئەبێ وەزارەتی  
 مەعارف ئەم نظامە ی پێی باشتر  
 بێ .

پێت نەوتم چەند جامعه لیڤه  
 ههیه .

حکومەتی

13. This is indeed a strange system.  
 In our country the student does  
 not remain in his class even if  
 he fails some subjects, because  
 he can take those subjects  
 again and take exams in them.

courses

to use, employ

successful

14. I believe it is called the  
 course system, which was used  
 in some colleges (in Iraq) and  
 was quite successful.

15. Well, why don't they implement  
 it in the other schools?

completely

it could be

ministry

education

it is better by him; it is  
 favored by him

16. I don't know for sure. It  
 could be that the Ministry of  
 Education favors this system.

17. You didn't tell me how many  
 universities there are here.

governmental, state

حکمه  
جامعه حکمه  
گروه  
دینی  
دا مه زان دن  
ئیسټا دوو جامعه ههیه، یه که م  
جامعه ی بغدادیه، ئه مه ش جامعه یه کی  
حکومیه، دووه م جامعه ی حکمه یه  
که گومه لیکه دینی ئه مریکی دای  
مه زانده .

ره نگ ههیه دوا ی سانه وی امتحانی  
به کسوری نه بئ .

توانا  
له سه ر . . . روشتن  
پئویست ناکات به . . .  
نه، چونکه ئه و که سه ی له سانه وی  
ده رچی باش ئاماده کراوه وتوانای  
ههیه له سه ر خویندن بخوا، له به ر  
ئه وه پئویست به امتحانی بکسوری  
ناکات .

تئ گه یانسن  
مه کته ب و خویندن  
زور سوپاست ئه که م که تیټ  
که یانم مه کته ب و خویندن چونه  
له ولاته که ی خوتان .

Hikma ("wisdom")  
Hikma University  
group, organization  
religious  
to establish

18. There are two universities now, the first is Baghdad University and this is a state university, the second is Hikma University which has been established by a religious American organization.

19. Perhaps after the secondary school there are no government exams.

ability  
to go on with, continue  
(doing s.th.)  
there is no need for...

20. No, because the person who passes the secondary level is well prepared and has the ability to continue in his studying. That is why there is no need for baccalaureate exams.

to explain s.th. to s.o.  
schools and education

21. Thank you very much for explaining to me how schools and education are in your country.

ئومىد ئەكەم تۆش رۇژىك باسى .  
مەكتەب وخوڭندىنم بۇ بىكە ي لە ئەمريكا .

22. I hope you too will one day  
tell me about schools and  
education in the United States.

بەسەر چاۋ  
بەسەر چاۋ، رۇژىكى تر بۇت باس  
ئەكەم .

at your service!  
23. By all means! I'll tell you  
all about it some day.

ده رسی شانزه هه م  
جه ژنی نه ورۆز

جه ژن

نه ورۆز

كه ی جه ژنی نه ورۆزه •

مارت

هه فته یه کی تر

جه ژنی نه ورۆز رۆژی بیست ویه کی  
مارته ، یه عی هه فته یه کی تره •

جه ژ کردن

واتی ئه گه م له م رۆژه دا هه موو  
گه لی عیراق جه ژن ئه کا •

نه ته وه

سه ره سستی

نه • ئه مه جه ژنی نه ته وه ی  
کورده ، جه ژنی به هاره و جه ژنی  
سه ره سستی •

وه کو ئه لیت ئه م جه ژنه جه ژنیکی  
زۆر گه وره یه •

زۆرداری

نه جات بـوون

سه نـدن

Lesson Sixteen  
Nawroz Festival

festival, holiday

New Day, feast day

1. When is the Nawroz holiday?

March

next week, another week

2. The Nawroz holiday is on the 21st of March, that is, next week.

to celebrate a holiday

3. I believe the whole nation of Iraq celebrates on this day.

nation, people; progeny

freedom, liberty

4. No, this is the holiday of the Kurdish people, the feast day of Spring and of freedom.

5. As you say, this holiday is very important.

oppression, despotism,  
tyranny

to be rescued

to take, get

به لێ، چونکه نه ورۆز ئه و رۆژهیه  
که نه ته وه ی کورد توانی له دهست  
زۆرداری نه جاتی بێ و سه ره به ستی خۆی  
بسینی .

زیاتر

روون کردنه وه

زۆر ممنون ئه بيم ئه گه ر بتوانی زیاتر  
روونی که یته بیروم .

پاشا

پیاو خراپ

زۆردار

ئه مه جه ئنیکی کۆنی کورده . وه کو  
ئه لێن پاشایه ک بوو زۆر زۆردار  
و پیاو خراپ بیوو .

ناوی ئه و پاشایه ئه زانی ؟

زوحاک

هه زار (هه زاران)

به هه زاران

کوستن ( - کوژ - )

ناوی ئه و پاشایه زوحاک بوو که  
به هه زاران گه نجی ولاتی کوردستانی  
ئه کوشت ، که سیش نه یته توانی  
تسه بگات له بهر ئه وه ی نه کوژری .

6. Yes, because Nawroz is that day when the Kurdish people were able to free themselves from the grip of tyranny and obtain their freedom.

more, further

to clarify, throw light on

7. I'll be very grateful if you could explain it more for me.

king, monarch

blackguard, scoundrel

tyrant, despot, oppressor

8. This is an old Kurdish holiday. As the story goes, there was a king who was a great tyrant and a scoundrel.

9. Do you know the name of that king?

Zuhak (p.w. male)

thousand

by the thousands

to kill

10. The name of that king was Zuhak who used to kill the youth of Kurdistan by the thousands, and nobody was even able to speak for fear of being killed.

دوايی

دوايی چۆن نه جاتیان بوو لئی ؟

afterwards

11. How were they rescued from him afterwards?

کابیرا

ئاسنگەر

کابرایه کسئ ئاسنگەر

a person, a man

blacksmith

a blacksmith

کابرایه کسئ ئاسنگەر هه بوو ناوی کاوه بوو ،  
حه وت کوری هه بوو به لام شه شیان  
به دهستی ئه م پاشایه کوژرابوون .  
ئعجا روژیکیان پاشا ئه نیڕیت به دواي  
کوره که ی تریشی .

12. There was a blacksmith called Kawa who had several sons; but six of them had been killed by that king. One day the king sends after his other son too.

چون ، ئه ویش ئه کوژی ؟

13. How now! Does he kill that one too?

چه کوش

چوونه سه ر

نه ، کاوه ی ئاسنگەر چه کوشه که ی  
خۆي هه لئه گری وه له که ل هه مسوو  
خه لکسئ شاره که به شوڕشیکی که وره  
ئه چنه سه ر پاشا وکاوه به چه کوشه که ی  
خوی ئه یکوژی .

hammer

to attack

14. No, Kawa, the blacksmith, takes his hammer and with all the people of the city, in a great revolution attack the king, and Kawa, with his own hammer, kills him.

دهستی خوڤش بئ

یا خورا دهستی خوڤش بئ .

Blessed be his hands.

15. God bless him!

چه شن

به م چه شنه ولاته که له دهست  
زوڤداری نه جاتسئ ئه بئ وخوڤشی  
ئه که ویته ولاته وه .

kind, sort, manner, way

16. In this way the country is freed from the grip of tyranny and happiness spreads in the country.

که وایا ئەو رۆژه ی تیا کوژرا کرا  
به جه ژن .

17. Then the day the king was  
killed was made a holiday.

راسته ؛ یه عنی ئەم رۆژه رۆژی خوڤی  
وسه ربه سستی نه ته وه ی کورد .

18. That is right, it means that  
this day is the day of pros-  
perity and freedom of the  
Kurdish people.

ئه ی تو وتت نه ورۆز جه ژنی  
به هاریشه .

19. Well, you said that Nawroz  
is the festival of Spring,  
too.

ده ست پێ کردن  
به لێ ، چونکه به هاریش له و  
رۆژه ده ست پێ ئەکات ، له بهر  
ئه وه نه ورۆز جه ژنی گول و خوشی  
به هاریشه .

to begin, start

20. Yes, because Spring also be-  
gins on that day; for this  
reason Nawroz is also the  
festival of flowers and the  
joy of Spring.

وه کول ته کانتا بووم ده ره که وی ،  
ئه مه جه ژنی سه ربه سستی و خوشی یه  
که گه لی کورد هه موو سالیک  
ئه یکات .

21. As it seems to me from what  
you have said, this is a  
feast of freedom and happiness  
which the Kurdish people  
celebrate every year.

به لێ وایه .

22. Yes, that is right.

هه ر

always, ever

ژیان (ژی-)

to live

زۆر سوپاست ئەکەم که ئەم هه موو  
شتانه تێ گه یانم ، ئومیدیشم هه یه  
که لی کورد هه ر به سه ربه سستی  
ببژی .

23. I thank you very much for teach-  
ing me all these things and I  
also hope that the Kurdish  
nation will always live in free-  
dom.

- ۱ حکایه تی کورت له سه  
مه لا مه زبووره
- ۲ روژیکیان مه لای مه زبووره میوانی هه بسوو . ژنه که ی پی ی
- ۳ وت که وا لازمه قاپو حاجات داوا بکات له دراوسیکان . مه لا  
مه زبووره زۆر شتومه کی چيستخانه ی کو کرده بهم نه وه چونکه  
شه خسیکی خوشه ویسته له هه بسوو لایه ک .
- ۴ له پاش ئه وی که میوانیه که ی ته واو بسوو ، شتومه که کانی  
که رانه وه بو ساحه بی ، به لام له گه ل کلی حاجه تیکا شتیکی پچکۆله ی  
۵ وه کوو ئیستکان نارد وه . عالم ته عجوو بیان لی هات له ئیشی  
مه لا مه زبووره ، پێیان ووت : ئه مه چی به مه لا !
- ۶ جه وایی دایه وه که ئه مه ئیشی خوا به ته سادفی کرد  
که وا هه رچی شتیکی ته رز کرد بوو له دراوسیکانی زیا وه  
۷ مندالیکسی پچکۆله ی لسی بووه . به ته بعه تی حال  
دراوسیکان زۆریان پی خوش بوو وه هه زیان کرد که وا مه لا  
مه زبووره که ره تی تر داوای شتیان لسی بکات .

- ۸      بۆ که ره تی دوو م مه لا میوانی به کی گه وره ی بوو .
- ۹      چوو بۆ لای دراسیگانی بو عینی ته له ب . ئه م جاره  
خه لق هه رچی یان هه به بو دایان به مه لا ، چونکه  
لێ یان مه عوو مه که شتوو مه که کانیا ن ئه زیته وه وه کوو که ره تی  
را به واردوو .
- ۱۰      مدتیکی زۆری پێ چوو ، مه لا شتوو مه که گانی نه نارد وه .  
له پاش دوو سی مانگ له مه لا یان پرسى که چی به سه ر  
۱۱      شتوو مه که گانیگان هه ات . مه لا به عاجزیه وه جه وایی دانه وه رجاتان  
لێ ئه که م که وا ناویان مه هیئن .
- ۱۲      له پاش زور رجا لێ کردن ووتی مع الاسف ئه م که ره ته هه موویان  
مردن . که س به روای به قسه ی مه لا نه کرد ، پێ یان ووت ،  
مه لا پیاوی چاک به . مه عوول نی به که وا ئه م پێ رۆحانه به مرن .  
۱۳      مه لا به پێ تکلیف جه وایی دانه وه که چون پێ رۆح زاوژی ئه کات ؟

1	حکایه	híkayét 'story'
	کورت	kurt 'short'
	له سه‌ر	lësér 'about, concerning'
	مه‌لا مه‌زبووره	melá mēzbûre 'Mulla Nasr Al-Din', whose humorous anecdotes are found in all near Eastern cultures.
2	میرانی	miwaní 'banquet'
	لازم	lazím (foll. by subjunct.) 'necessary'
	قاپو حاجات	qapuḥaját 'dishes and (kitchen) necessities'
	دارا کردن	dawa kirdín 'to request' (from: le)
	دراوسه	drawsé 'neighbor'
3	شتوو مه‌ك	štumék 'utensil'
	چێستخانه	čestxané 'kitchen'
	كو کردن	ko kirdín 'to collect'
	نه‌وع	nəwə 'way, manner'
	شه‌خس	šəxs 'person'
	خۆشه‌ویست	xošewîst 'beloved, dear'
	له‌هه‌موو لایه‌ك	lê hemû layek 'on all sides, everywhere'
۱۴	ئه‌وه	ʔəwé (used redundantly with ke when the latter introduces a clause which would otherwise be the object of a preposition): lê paš ʔəwə-i ke 'after' (conj.)
	ته‌واو	təwáw 'complete, completed; finished, over'
	كه‌رانه‌وه	geranewé (gere-) 'to return s.th. to s.o.'
	ساحه‌ب	sahéb 'owner'

	کل	kull	'each'
	پچکۆلە	pīčkölé	'small, tiny'
	وە کوو	wéku	'like, such as'
	ئەستکان	ʔistkán	'glass, tumbler'
	ناردنە وە	nardnewé (ner-)	'to send s.th. back'
5	عالم	ʕalém	'people'
	تە عجب و ب لی هاتن	təʕjúb le hatín	'to be surprised at'
6	جە و اب دانە وە	jəwab danəwé	'to answer'
	خوار	xwa	'God'
	تە سادف کردن	təsadíf kīrdín	'to happen (by chance)'
	هەر چی	herčí	'whatever, everything that'
	قەرز کردن	qerz kīrdín	'to borrow'
	زیان	zyán (ze-)	'to reproduce'
	مەندال	mīndál	'child'
	لی بوون	le bún	'to be born'
7	بە تەبەئەتی حال	be təbiʕət-i hál	'by the nature of things, naturally'
	پێ خوش بوون	pe xoš bún	'to be pleasing to; to like'
	کەرەت	kerét	'time' (instance)
	ئەین	ʕeyn-i...	'the same...'
	تەلەب	tələb	'request'
9	مەعلوم	məʕlúm	'known; certain'
	زیانە وە	zyanəwé (ze-)	'to reproduce again'
	رابوردو	řaburdú	'past, previous'
10	مەدت	middét	'period of time; a while'
	پێ چوون	pe čún	'to pass by, elapse' (time)

	به سه ر هاتن	bəser...hatín	'to happen to, befall'
11	عاجزی	ʕajzí	'saddness'
	رجا لی کردن	řja le kirdín	'to beg of s.o.'
	ناو هینان	naw henán	'to mention the name of...'
12	مع الاسف	məʕilʔəséf	'unfortunately'
	مردن	mirdín (mr-)	'to die'
	بروا به ... کردن	bĩřwá bə...kirdín	'to believe s.th.'
	قسه	qsé	'talk; statement'
	مه عقول	məʕqúl	'reasonable'
	بی روح	beróh	'inanimate (object)'
13	ته کلیف	təklíf	'formalities'
	زاوژی کردن	zawzè kirdín	'to reproduce'

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